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research in education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution
Accession numbers

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DHEW Publication No. (OE) 72-43

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Volume 6 Number 11 November 1971

Research in Education

ED 052 393 – 053 339

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers — additional identifying terms not found in the **Thesaurus of ERIC Descriptors.**

Informative Abstract.

Abstractor's initials.

ED 013 371 64 AA 000 223
Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Sacramento State Coll., Calif.
Spons Agency—USOE Bur. of Research
Report No.—NDEA-VIIB-449
Pub Date—15 Apr 66
Contract—OEC-4-16-023
Note—129 p. speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.
Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 ($2.95)
EDRS Price MF-$0.75 HC-$5.24
Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. (AL)

***The key to these codes is as follows:**

Code	*Description*
08	Adult and Vocational Education, Public Law 88–210
16	Captioned Films for the Deaf, Public Law 85–905
24	Cooperative Research, Public Law 89–10, Title IV
32	Disadvantaged Students Program, Public Law 89–10, Title I
40	Handicapped Children and Youth, Public Law 88–164
48	Language Development, Public Law 85–864, Title VI
52	Library Research and Development, Public Law 89–320, Title II, Part B
56	New Educational Media, Public Law 85–864, Title VII, Part A
64	New Education Media, Public Law 85–864, Title VII, Part B
72	Research in Foreign Countries, Public Law 83–480
80	State Educational Agencies Experimental Activities, Public Law 89–10, Title V. Section 505
88	Supplementary Centers and Services, Public Law 88–10, Title III
95	Other Office of Education Programs

Document Résumés

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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AA

ED 052 393 AA 000 714

Herge, Henry C., Ed.

Common Concerns in Higher Education: An Italian-American Universities Project: Planned for the Permanent Conference of Italian University Rectors.

Rutgers, The State Univ., New Brunswick, N.J.

Spons Agency—Columbia Univ., New York, N.Y.; Department of State, Washington, D.C.; Michigan Univ., Ann Arbor.; National Academy of Sciences-National Research Council, Washington, D.C. Committee on International Exchange of Persons.

Pub Date 70

Note—416p.; Proceedings of an International Conference held under the joint auspices of Columbia, Michigan, and Rutgers Universities, March 15-April 15, 1970

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Chief Administrators, *Conference Reports, *Curriculum Design, Educational Administration, Exchange Programs, Governance, *Higher Education, *International Programs, *University Administration

Identifiers—Italy, Rectors Exchange Project, United States

The proceedings of Phase I of the Italian University Rectors' Exchange Project, which took place on the campuses of three American universities, are presented. The papers and discourses are categorized as to (1) those that have some bearing upon university governance, both in Italy and the United States, and (2) those that focus upon the academic program of the university. Selected statements of participants are included to supply an overview of the conference subject matter and to indicate the degree of commitment by leaders in Italian and American higher education in efforts to resolve the crisis in education. Part I of the proceedings concerns University Governance: Comparative Problems, and contains discussions of the following topics: Autonomy; University Planning and Development; Financing Higher Education; Decision-Making Bodies; Administrative Personnel: Recruitment and Training; University Structure and Function; and University Scientific Research. Part II relates to Academic Problems, with discussions of: Organization of Curriculums in Humanistic Fields; Organization of Curriculums in the Sciences; Professional Education; The Private University: An Overview; The University's External Relations; Faculty-Student Relations; and Miscellanea. Three appendices present the program and rosters of the attendees. (DB)

ED 052 394 AA 000 715

ESEA Title III Projects: An Inventory of Projects To Advance Creativity in Education.

Delaware State Dept. of Public Instruction, Dover.

Pub Date 71

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Catalogs, *Creativity, *Projects

Identifiers—Delaware, *Elementary Secondary Education Act Title III, ESEA Title III

This inventory describes federally aided projects in the state of Delaware involved with innovative educational change and funded by ESEA Title III. Of the 28 projects abstracted, 15 are current and 13 have been terminated. The projects extend as far back as FY 1967. Subject matter of the projects ranges across many areas, including the following: science, language arts, mathematics, social studies, health, performing arts, reading, driver education, and special education. A map of Delaware school districts is included. (CK)

ED 052 395 AA 000 716

Recommendations and Resolutions: 1971 White House Conference on Youth.

White House Conference on Youth, Washington, D.C.

Pub Date 71

Note—293p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.75)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Conferences, *Problem Solving, *Social Problems, *Youth

Identifiers—*White House Conference on Youth

This document includes the task force recommendations and the caucus statements of the White House Conference on Youth. The primary working units at the Conference were task forces arranged around the following issue areas: Draft, National Service and Alternatives; Drugs; Economy and Employment; Education; Environment; Foreign Relations; Legal Rights and Justice; Poverty; Race and Minority Group Relations; and Values, Ethics and Culture. These task forces were composed of approximately 150 individuals each--100 youth and 50 adults. Caucus statements follow the task force recommendations. Each task force and caucus had the option of bringing its recommendations to the final session of the Conference for a vote. The results of the final session voting are listed in the Appendix. (CK)

ED 052 396 AA 000 717

Exceptional Children Conference Papers: Specific Subject Programs for EMRs and TMRs.

Council for Exceptional Children, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 71

Note—93p.; Papers presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Driver Education, *Educable Mentally Handicapped, *Exceptional Child Education, Home Economics, Mathematics, *Mentally Handicapped, *Program Descriptions, Safety Education, Work Study Programs

Eight papers focus upon specific subject programs for educable and trainable mentally retarded (EMR and TMR) students. Three of the papers, concerning driver education and traffic safety education for EMR students, cover driver education guidelines and materials developed in a Michigan state institute involving teachers of EMR and teachers of driver education, Alabama's statewide project for EMR driver and traffic safety education, and a pilot project involving EMR students in a two-part Non-Traditional Driver Education Program emphasizing safety training. Other papers describe in detail the EMR home economics program at Oak Ridge (Tennessee) High School, discuss instructional objectives for work-study programs for EMR elementary through high school students, briefly describe the Northwestern Illinois Athletic Association for Trainable Mentally Handicapped Youth, present a Piagetian approach to arithmetic for the retarded, and examine the team work experience (supervised work in teams in community settings) in work oriented special education programs for retarded persons not able to benefit from the type of vocational training available within the structure of present work study programs on the secondary level. (KW)

ED 052 397 AA 000 718

Exceptional Children Conference Papers: Physical Handicap.

Council for Exceptional Children, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 71

Note—33p.; Papers presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cerebral Palsy, Child Development, Educational Programs, *Exceptional Child Education, *Physically Handicapped, Public Schools, *Special Health Problems

Identifiers—Nebraska, Piaget (Jean)

Four papers give attention to the physically handicapped child. The development of young cerebral palsied children according to Piaget's sensorimotor theory is discussed by F. Annette Tessier. The nature of crippled and other health impaired populations and provisions for their education are summarized by Joan R. Ward, based upon information presented at the Special Study Institute on Professional Preparation for Educators of Crippled Children (West Point, New York, December 9-12, 1970). Richard Galusha describes the Dr. J. P. Lord School for Physically handicapped children, an Omaha, Nebraska public school. In the fourth brief paper, Joe Gaughan reviews a model Title VI-B program for physically handicapped children in Nebraska - a Therapeutic Nursery School. (KW)

ED 052 398 AA 000 719
Exceptional Children Conference Papers: Trends and Issues in Special Education.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Apr 71
Note—138p.; Papers presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Civil Liberties, Educational Objectives, Educational Opportunities, *Educational Trends, *Exceptional Child Education, *Handicapped Children, Literature Reviews, Student Participation
Identifiers—Bureau of Education for the Handicapped, Council for Exceptional Children
The first of six papers on trends and issues in special education focuses upon child advocacy with emphasis on exceptional children, citing research and other evidence indicating that people and agencies are abusing children both legally and illegally on an extensive scale and that special education programs and personnel are involved. The second paper, addressed to students, explains how students with the assistance of the Council for Exceptional Children, can effect change within the existing structure for the implementation of special education. The federal government's interest and role in educating the handicapped and objectives of the Bureau of Education for the Handicapped are viewed by Edwin W. Martin. Also presented is information on special education in Toronto; a paper in which S. C. Ashcroft, past president of the Council for Exceptional Children (CEC), discusses CEC responses to the challenge of special education; and a rebuttal of criticisms of special education for the mentally retarded. (KW)

ED 052 399 AA 000 720
Exceptional Children Conference Papers: Pre and Inservice Teacher Preparation.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Apr 71
Note—113p.; Papers presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavior Change, Conference Reports, *Exceptional Child Education, *Handicapped Children, *Inservice Teacher Education, Motivation, *Special Education Teachers, *Teacher Education
Eight papers concerning pre and inservice teacher preparation treat such topics as a behavioral approach to conducting and evaluating inservice training, the development and analysis of criterion in the evaluation of teacher preparation and certification, and group processes and personal interrelationships as they support humanistic education. Also discussed are activities and implications of inservice training in the Northern Virginia Title III (ESEA) Diagnostic and Resource Teacher Program, basic principles of behavior modification for teachers, a taxonomy of variables for training teachers in special education, motivation of teachers and efforts of the Cleveland Public Schools help teachers become fully operative, and the nature and educational needs of the crippled and other health impaired (COHI) population and implications for teacher preparation in the COHI area. (KW)

ED 052 400 AA 000 721
Exceptional Children Conference Papers: Local, State, and Federal Programs.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Apr 71
Note—69p.; Papers presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *Exceptional Child Education, Federal Aid, *Handicapped Children, National Programs, *Program Descriptions, State Programs
Identifiers—Maryland, Pennsylvania
Local, State, and federal programs for the handicapped, particularly handicapped children, are the focus of 11 papers. Topics covered include a project for the development of accreditation standards for day care services for the mentally retarded, the cooperative implementation of vocational education programs for the handicapped in Maryland, influencing legislative decision-making, an in-school workshop training program for retarded students, and the National Regional Resource Center of Pennsylvania, which serves the educational needs of handicapped children. Also discussed are verbal habits of professionals which hinder parent-professional communication, a social studies curriculum package for grades 4-6 entitled People Are People which deals with human relations and minority groups, and the Rough Rider Program in Newark, New Jersey, an educational program in which high potential inner city junior high school students meet after school and Saturdays. Additional papers treat the activities of the Rehabilitation Services Administration in the area of mental retardation, administrative promotion of individualized educational programing, and The Year of the Child Program for comprehensive services for children. (KW)

ED 052 401 AA 000 722
Exceptional Children Conference Papers: Diagnostic and Resource Teaching.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Apr 71
Note—105p.; Papers presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Behavior Problems, Conference Reports, Crisis Therapy, *Diagnostic Teaching, Discipline Problems, Educational Diagnosis, *Exceptional Child Education, *Resource Teachers, Study Habits
Nine papers concerning various aspects of diagnostic and resource teaching deal with the impact of crisis-resource teaching on the Falls Church, Virginia public schools, the role and requirements of the diagnostic teacher, the effectiveness of resource rooms for children with specific learning disabilities, basic problems in diagnosis, an overview of school disruption, and the intervention teacher and aide as contemporary educators for resolving and preventing school disruption and violence. Also discussed is a thematic approach to include literary works by black writers into the regular English curriculum to make English material meaningful for high-potential youth, a psychoeducational approach to specifying and measuring the competencies of personnel working with disturbances in schools, and the use of peer attention to increase study behavior. (KW)

ED 052 402 AA 000 723
Exceptional Children Conference Papers: Deaf-Blind, Language, and Behavior Problems.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Apr 71
Note—104p.; Papers presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Aurally Handicapped, Conference Reports, *Deaf Blind, Early Childhood Education, *Exceptional Child Education, *Language Handicapped, *Language Programs, Multiply Handicapped, Parents, Program Descriptions
Identifiers—Illinois
Five of the nine papers in the compilation concern aurally handicapped and deaf-blind children. Described are a home training and nursery program in a public school setting for hearing impaired children aged 18 months to 4 1/2 years, problems and progress in the Illinois state plan for hearing impaired children, and new trends in deaf-blind education, particularly area centers for serving the deaf-blind. Parents of deaf-blind children and several avenues for productive study in the evaluation and education of deaf-blind children are also discussed. The remaining four papers treat language and behavior problems. Two focus upon characteristics and management of elective mutism in children, and the efficacy of operant conditioning in affecting the verbal behavior of young children with severe language disabilities. The other two describe a preventive approach to speech and language delay used with socioeconomically disadvantaged preschool children (a high-risk population), and a cooperative summer language and behavioral program entitled Repleb (Reinforcing Purposeful Language and Behavior) for 5 to 8-year-old mentally retarded children. (KW)

ED 052 403 AA 000 724
Exceptional Children Conference Papers: Gifted and Developmental Potential in Women and the Disadvantaged.
Council for Exceptional Children, Arlington, Va.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Apr 71
Note—39p.; Papers presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *Disadvantaged Groups, *Discriminatory Attitudes (Social), Educational Opportunities, Employment Opportunities, *Exceptional Child Education, *Females, *Gifted, Program Design
In the first of four papers dealing with gifted and developmental potential in women and the disadvantaged, Alexinia Y. Baldwin describes a curriculum package entitled Ecology the Web of Life, designed for high potential students from low socioeconomic backgrounds. It is intended to develop higher level thought processes, features several methods of inquiry, and is multidisciplinary. Jean A. Morse discusses barriers (social pressures and restrictions) faced by gifted girls while growing up which depress manifestations of their potential, and subtle and direct barriers faced by gifted women. Covered are role expectations and opportunities, discriminatory employment practices, problems in choosing and pursuing a career, and suggestions for workers in the area of the gifted. Jack L. Fadely addresses the subject of whether professional women in education, especially at administrative, higher education, and supervisory levels, find their sex a barrier to advancement and equal opportunity. Examined are issues involved, current trends, and opportunities, based on a review of related studies and interviews. James L. McDuffie compares features necessary for special education programs, particularly for the gifted and retarded. Identified are key program features useful for program development and evaluation. (KW)

AC

ED 052 404 AC 010 238
Basic Case Studies.
British Association for Commercial and Industrial Education, London (England).
Pub Date 70
Note—106p.
Available from—British Association for Commercial and Industrial Education, 16 Park Crescent, London W1N 4AP, England (2.25 pounds members, 3.50 pounds non-members)
Document Not Available from EDRS.
Descriptors—*Case Studies, Decision Making, *Management Education, Problem Solving, Thought Processes
The terms "case study" and "case" are used in this study to indicate the description of a situation which is used as a basis for study and discussion. "Case leader" is used to indicate the person responsible for the learning situation; "students"

are those who are there to learn, including senior managers of mature years. Case studies are used specifically for management training. The study of cases gives useful practice in: analysis and critical thinking, problem solving, decision making, judging between courses of action, handling assumptions and inferences, presenting a point of view, listening to and understanding others, and relating theories and policies to practice. Well-designed questions from the case leader and challenge from his peers stimulate the student's thinking and help him to gain insight into business operations. (CK)

ED 052 405 AC 010 393
Room-Maid in Hotel
Hotel and Catering Industry Training Board, Wembley (England).
Note—35p.
Available from—Hotel and Catering Industry Training Board, PO Box 18, Ramsey House, Central Square, Wembley, Middlesex, England (no price quoted)
Document Not Available from EDRS.
Descriptors—*Curriculum Guides, *Domestics, *Educational Programs

This syllabus is intended for the use of training personnel in drawing up training programs for room-maids in hotels. Its main objective is to produce fully trained maids, thereby maintaining and raising standards. The syllabus is divided into three sections: Introducing to Housekeeping, Basic Tasks Performed by the Majority of Housekeeping Employees, and Tasks Performed by the Majority of Room-Maids in Hotels. (CK)

ED 052 406 AC 010 394
Cleaner in Hall of Residence
Hotel and Catering Industry Training Board, Wembley (England).
Note—36p.
Available from—Hotel and Catering Industry Training Board, PO Box 18,Ramsey House, Central Square, Wembley, Middlesex, England (no price quoted)
Document Not Available from EDRS.
Descriptors—*Curriculum Guides, *Educational Programs, *Service Workers

This syllabus is intended for the use of training personnel in drawing up training programs for cleaners in halls of residence. Its main objective is to produce fully trained cleaners, thereby maintaining and raising standards. The syllabus is divided into three sections: Introduction to Housekeeping Employees, and Tasks Performed by the Majority of Cleaners three sections: Introduction to Housekeeping, Basic Tasks Performed by the Majority of Housekeeping Employees, and Tasks Performed by the Majority of Cleaners in Halls of Residence. (CK)

ED 052 407 AC 010 396
Systematic Communication by Briefing Groups.
Industrial Society, London (England).
Pub Date May 70
Note—29p.
Available from—The Industrial Society, Roberty Hyde House, 48 Bryanston Square, London WIH 8AH (members 10 shillings, non-members 1 pound)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), *Decision Making, *Leadership Responsibility, *Surveys

This survey summarizes the experience of nine growing British companies which have introduced effective face-to-face communication by using a system of briefing groups. A briefing group is one which is called together regularly in order that company decisions and the reasons behind them may be explained to employees at all levels. The objective of such a group is to convey understanding of a communication to every employee through face-to-face contact with his supervisor. Each manager is responsible for communication to the people he supervises. To avoid distortion of the most important information, a written brief is frequently issued as a support. Briefings occur once a month and last from 15 minutes to half an hour. Groups vary from 6 to 20 in most of the nine companies. (CK)

ED 052 408 AC 010 419
Adult Education: Columbus, Ohio.
Columbus Public Schools, Ohio.
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Educational Programs
Identifiers—*Columbus, Ohio

Adult education has been in existence in Columbus, Ohio, since 1827. The Adult Basic Education program has been operating since 1966 under Title III of the Elementary and Secondary Education Amendments of 1966. Classes are open to adults 18 years of age or older who are residents of the community. There is no charge. Other programs include Adult Evening High School, Adult Non-Credit Educational Program, Champion Evening School, and various vocational courses. (CK)

ED 052 409 AC 010 420
Watkins, Carol
Programmed Learning Games Applied to the 4-H Food-Nutrition Project.
Federal Extension Service (DOA), Washington, D.C.
Report No—R-4-H-86
Pub Date Nov 69
Note—15p.; Paper adapted from Seminar Paper, "Programmed Learning–an Education Tool for 4-H"
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Games, *Nutrition Instruction, *Programed Instruction, *Youth Programs

The use of programmed learning in 4-H nutrition projects is discussed as to objectives and learning principles. Three games designed for use with 9- and 10-year-old 4-H members are described and illustrated. The procedure for testing the games and an evaluation of the test results are presented. Conclusions and recommendations are given. (DB)

ED 052 410 AC 010 433
Belanger, Paul And Others
Analyse des Tendances de la Recherche en Education des Adultes au Canade Francais (Analysis of the Research Tendencies in Adult Education in French Canada).
Canadian Inst. for Adult Education, Montreal (Quebec).
Report No—R-12-13
Pub Date May 71
Note—317p.
Available from—L'Institut Canadien d'Education des Adultes, 506 est, rue Ste. Catherine, suite 800, Montreal 132, Quebec, Canada ($5.00)
Document Not Available from EDRS.
Descriptors—*Adult Education, *Data Analysis, *Educational Research, *Information Dissemination
Identifiers—Canada, French Provinces

The primary object of this publication is to publicize the research undertaken in adult education in French Canada during 1960-1969 and to analyze its tendencies. In order to accomplish this task, approximately 1,000 persons involved in this type of research were contacted. In addition to an analysis, the first part of this work contains a description of the approach used for this study. The second chapter analyzes the contents, the scientific standard, and the diffusion of the works and the evolution of the research in this regard. Certain factors which have a bearing on the present state of the research are described. In the last chapter, an attempt is made to determine at just what point adult education constitutes an organized area of research. The conclusion extracts from the analysis some practical prospects. The second part of this work lists the research so far undertaken. (Author/CK)

ED 052 411 AC 010 434
Davey, D. Mackenzie And Others
Attitude Surveys in Industry.
Institute of Personnel Management, London (England).
Report No—R-3
Pub Date 70
Note—63p.; an Information Report in a new series
Available from—Institute of Personnel Management, 5 Winsley Street, Oxford Circus, London WIN 7AQ, England (30 shillings)
Document Not Available from EDRS.
Descriptors—*Attitudes, Data Analysis, *Employer Employee Relationship, *Job Satisfaction, *Surveys, *Work Attitudes

This publication contains the following chapters: Introduction: People and Profits; What Is in an Attitude Survey?; Objectives and Benefits of Attitude Surveys; How Surveys Are Conducted; and The Case Studies. Three appendices and a bibliography are included. (DB)

ED 052 412 AC 010 435
Bergevin, Paul
Adult Education in Sweden; An Introduction.
Indiana Univ., Bloomington. Bureau of Studies in Adult Education.
Report No—Monogr-Ser-1
Pub Date 61
Note—61p.; Indiana University Monograph Series in Adult Education
Available from—Bureau of Studies in Education, Indiana University, Bloomington, Indiana (No price quoted)
Document Not Available from EDRS.
Descriptors—*Adult Education, *Curriculum Design, *Educational Attitudes, *Government Role, *Teaching Techniques
Identifiers—Sweden

This monograph aims to: (1) provide the reader with an overview of how Sweden uses adult education to help people to grow and mature; (2) motivate the professional reader to examine further the extensive literature in adult education, and to make a study also in Sweden; and (3) order and present facts learned during a visit to Sweden and state ideas resulting from observation and study. Swedish adult education is discussed in the following sections: I. Purpose of Swedish Adult Education; II. Historical Development of Adult Education in Sweden; III. Eleven Representative Swedish Adult Education Institutions; IV. Swedish Universities and Adult Education; V. The Study Circle; VI. General Views of the Swedish State on Adult Education; and VII. Suggestions for Further Study of Swedish Adult Education. (DB)

ED 052 413 AC 010 436
Smith, Robert M.
Adult Education in Liberia.
Indiana Univ., Bloomington. Bureau of Studies in Adult Education.
Report No—Monogr-Ser-2
Pub Date 65
Note—75p.; Indiana University Monograph Series in Adult Education
Available from—Bureau of Studies in Adult Education, Indiana University, Bloomington, Indiana (No price quoted)
Document Not Available from EDRS.
Descriptors—*Adult Education, *African Culture, *Developing Nations, *Educational Needs
Identifiers—Liberia

Adult education in Liberia is discussed as to the types of programs offered and the purposes and goals of each type. The programs are classified as Literacy Education, Continuing Education, Vocational Education, In-Service Education, and Fundamental Education. The needs of the adult Liberian in relation to the courses offered are discussed. Problems confronting adult education in this developing society concern areas such as priorities, cooperation, coercion, and pressure. (DB)

ED 052 414 AC 010 437
Swanson, Mary T.
Your Volunteer Program; Organization and Administration of Volunteer Programs.
Des Moines Area Community Coll., Ankeny, Iowa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date Apr 70
Grant—OEG-0-9-254451-1941-725
Note—205p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Program Administration, *Program Guides, *Voluntary Agencies, *Volunteers

This handbook presents the steps that must be taken to assure an effective and meaningful volunteer program. The handbook is comprised of the following chapters: I. Volunteering–History and Philosophy; II. Areas of Volunteering; III. Board–Purpose and Functions; IV. Organization of Volunteer Service; V. Recruitment and Promotion; VI. Interview and Placement; VII. Orientation of Volunteers; VIII. Retention of Volunteers; IX. Record Keeping; X. Budgets and Financing; and XI. Evaluation of Program. (DB)

ED 052 415 AC 010 438
Upchurch, Jefferson Woodrow, Jr.
Readability of Newspaper Articles Written by County Agricultural Extension Agents.
North Carolina State Univ., Raleigh. Dept. of Agricultural Information.
Report No—R-9
Pub Date Apr 69
Note—59p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Extension Agents, *Instructional Materials, *Newspapers, *Readability, *Writing Skills

Articles submitted to newspapers by 100 agents of the North Carolina Agricultural Service were studied to determine the readability or reading ease of the articles, and to determine the extent to which certain selected factors were associated with reading ease scores. Five of each of the respondents' newspaper articles were randomly selected, and 100-word samples were randomly chosen from each of the five articles. The Farr-Jenkins-Paterson Reading Ease Formula was used to determine reading ease or readability. Personal data and agents' attitudes toward writing and the use of newspapers as a teaching aid were collected by means of mailed questionnaires. The data were analyzed by use of descriptive statistical methods, according to tenure in Extension, education, reading habits, writing experience, and regard for the newspaper article as a teaching method. Findings are that: (1) only 7 of the 100 agents wrote in the "standard" range; (2) the agent's field of education affects his ability to write at a relatively high level of readability; (3) a small number of agents had received writing training; and (4) the agents place a relatively high value on the use of newspaper articles as a teaching method. (DB)

ED 052 416 AC 010 439
Fulton, W. Scott
Atlanta Federal Offenders Rehabilitation Project. Final Report.
Georgia State Dept. of Education, Atlanta.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.
Pub Date May 69
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Behavior Change, *Correctional Rehabilitation, *Counselor Role, *Prisoners, *Rehabilitation Programs, *Vocational Rehabilitation
Identifiers—Atlanta FOR Project

Subjective findings of the Atlanta Project are presented. This project's primary purpose was to test and demonstrate the effectiveness of providing intensive vocational rehabilitation services to federal offenders at two specified states in the correctional process. A total of 484 cases were monitored, 107 of which were assigned to the experimental group. The subjects were drawn from releasees and probationers under supervision of the U.S. Probation Office for the Northern District of Georgia and from the inmate population of the U. S. Penitentiary, Atlanta. The project was based on two basic hypotheses: (1) that traditional VR services are ancillary to effecting attitudinal change in the offender client, and (2) that areas essentially innovative to VR concern need to be explored if patterns of criminality are to be interrupted. In brief, the findings are: (1) supportive counseling and psychotherapy proved to be the two most significant services provided; (2) emergency services should be flexible and provided at the point of need; and (3) the client and his family should be treated as a unit rather than simply providing services to the client alone. (Author/DB)

ED 052 417 AC 010 440
Jones, Dorothy M.
Words on Aging. A Bibliography of Selected Annotated References Compiled for the Administration on Aging by the Department Library.
Administration on Aging (DHEW), Washington, D.C.
Report No—AoA-216-A
Pub Date Oct 70
Note—186p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 1970 0-387-784, $.75)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Annotated Bibliographies, *Bibliographies, *Older Adults, *Reference Materials

This seventh edition of selected annotated references on aging published since 1950 was prepared to help all those who work in the field of aging. Relevant periodical articles published from 1963 through 1967 and selected books from 1900 through 1967, with a few 1968 titles, are cited. Legislation is not included. The works appear under the following categories: Aging; Processes of Aging; Economic Aspects of Aging; Health and Medical Care; Social Relationship and Social Adjustment; and Social and Environmental Services. Each of the main categories has several subcategories. Author and subject indexes are provided. (DB)

ED 052 418 AC 010 441
Strengthening Extension's Educational Program for All Segments Society through Effective Program Development--For Implementing Secretary's Memorandum No. 1662.
Federal Extension Service (DOA), Washington, D.C.
Pub Date [70]
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Groups, *Educational Programs, *Leadership Responsibility, *Rural Extension

The major purpose of this conference is to strengthen the program leadership function of each Federal Extension Service (FES) staff member. Each member is to (1) understand more about the problems of the disadvantaged, (2) accept FES leadership responsibilities which will result in involvement of these people in FES programs, and (3) increase understanding of the nature of tolerance and its effect on Extension program development with the disadvantaged. The following training strategies fall into three categories: (1) training program for FES staff, (2) training program for State Cooperative Extension Service Directors, and (3) training program for state and county extension service personnel. It is concluded that a comprehensive training program for cooperative extension personnel is essential to speed up the process of improved program performance. Training will help the agency improve its program and services to all citizens. (CK)

ED 052 419 AC 010 442
Brotman, Herman B.
Income and Poverty in 1970 - Advance Report. Facts and Figures on Older Americans.
Administration on Aging (DHEW), Washington, D.C.
Report No—SRS-AoA-183
Pub Date Jun 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Income, *Low Income Groups, *Older Adults, *Poverty Research, *Statistical Data

Using income data and poverty counts estimates derived from the current population survey, a national probability sampling of approximately 50,000 households, statistics are given on the income distribution among the aged, the impact of earnings from employment, the poverty thresholds, the total poor and near poor, the older poor: families, the older poor: unrelated individuals, and the older near poor. Tables given illustrate the following: Trend in Median Money Income of Families and Unrelated Individuals, 1960-1970; Distribution of Families and Unrelated Individuals by Money Income in 1970; Poverty Thresholds (Poor and Near Poor), Older Unrelated Individuals and Families, by Location and Sex, 1970; Number and Proportion of Families and Unrelated Individuals in Households with Incomes Below the "Poor" Poverty Threshold, All Ages and 65+, 1969 and 1970; and Number and Proportion of Families and Unrelated Individuals in Households with Incomes Below the "Poor" and "Near-Poor" Poverty Threshold, All Ages and 65+, 1970. (DB)

ED 052 420 AC 010 444
Objectives, Priorities, and Progress of the Administration on Aging's Direct Training Grant Program.
Administration on Aging (DHEW), Washington, D.C.
Pub Date 30 Jun 69
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Programs, *Educational Programs, *Federal Aid, *Older Adults, *Professional Training, Training Objectives
Identifiers—Title V of Older Americans Act 1965

The training grant program (Title V) of the Older Americans Act became operative in January 1966. The primary goal of education and training programs in aging is to equip adequate numbers of personnel, including older people, for leadership and professional practice in programs and services through which the older population will have: (1) opportunity for continued independence, self expression, and fulfillment, and (2) assistance in coping with changes and crises. Priorities established to meet the program objective are: (1) broad planning and administration in aging for work in public and voluntary programs at Federal, State, and local levels; (2) planning, administrative, and management training in the field of retirement housing, villages, and homes for the aged; (3) planning, administration, and program supervision for personnel of multiservice centers; (4) training for specialists in aging in areas such as recreation, counseling, adult education, etc.; (5) preparation of faculty personnel and specialists in aging; (6) leadership training; and (7) training for semiprofessional and technical personnel. Progress on active projects and results of completed projects are presented. (DB)

ED 052 421 AC 010 445
Abstracts: Title IV Research and Development Program; Fiscal Years 1966-1968. Final Reports.
Administration on Aging (DHEW), Washington, D.C.
Pub Date Sep 70
Note—105p.; Partial publication
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Abstracts, *Older Adults, *Research Reviews (Publications)

Abstracts of some of the final reports prepared under Title IV Research and Development Program for Fiscal Year 1966-1968 are presented. Subject areas covered by these abstracts are Needs and Social Services; Nutrition; Retirement, Employment, and Leisure; Social Participation; Special Problems; Transportation and Safety; and Volunteers and Aides. The format of the 54 abstracts that appear in this document is Final Report Title; Project Number; Date of Report; Project Description; Project Director; Grantee; Descriptors; Statement of the Problem; Methodology Used; Major Results Obtained; and Usage Potential. (DB)

ED 052 422 AC 010 446
Objectives, Priorities, and Activities of the Administration on Aging's Research and Development Grants Program.
Administration on Aging (DHEW), Washington, D.C.
Report No—SRS-AoA-122
Pub Date Dec 69
Note—64p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Coordination, *Community Services, *Federal Aid, *Older Adults, *Research Projects, Social Services
Identifiers—Older Americans Act of 1965, Title IV

Development, demonstration, and research projects, supported by the Administration on Aging's Research and Development Grants Program, have two major objectives: to stimulate community efforts in behalf of the elderly, and to develop solutions to many social and economic problems of the elderly. As of September 1, 1969, 117 projects had been funded. These projects seek to: (1) coordinate the community's social, health, and welfare services for older people; (2) develop new services and new patterns of services to older people; (3) increase older people's opportunities for participation in community life and social productivity; (4) assist older people in maintaining human and community contacts; (5) define the effects, on the lives of older people, of changing social conditions; and (6) identify social and economic factors that are either beneficial or detrimental to the well-being of older people. The single general priority for Fiscal Year 1970 funding activities has been the development and demonstration of systems for coordinating comprehensive community services for older people. This priority is composed of two parts: the design and development of systems of service delivery; and the development, implementation, and testing of a range of specific services and service pat-

terns. Current and completed projects are listed by purpose and state. (DB)

ED 052 423 AC 010 447
Collings, Mary Louise Gazzie, Edward W.
Getting Acquainted: An Induction Training Guide for First-Year Extension Agents. Suggestions for Completing Certain Learning Experiences Included in the Induction Training Guide; a Supplement to "Getting Acquainted."
Louisiana State Univ., Baton Rouge. Cooperative Extension Service.
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Extension Agents, *Guides, Independent Study, *Learning Experience, *Professional Training, *Training Techniques
An induction guide to help the extension agent get acquainted with his role and suggestions for completing learning experiences that are included in the guide comprise this two-part publication. The training guide learning experiences, a total of 25, are made up of: Objectives of the New Worker; When Completed; Learning Experiences; Person(s) Responsible; and References. The supplement to the guide contains: Suggestions for Attaining Objectives 1 and 2 in the Training Guide; Suggestions for Making a Survey of Parish Leaders in an Effort to Attain Objective 3; Dale's "Cone of Experience"; and Fog Index Readability Appraisal. (DB)

ED 052 424 AC 010 448
Connolly, John J.
New Careers: A Challenge to Adult Education.
Pub Date Apr 69
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Career Planning, *Educational Programs, *Job Training, *Models, Professional Occupations, Underemployed, Unemployed
New Careers is a training program for the underemployed or unemployed. It has two objectives: helping the poor help themselves and the democratization of society. The first has been more effectively dealt with and is of greater relevance to adult educators. Current strategy is based on the belief that even professional jobs can be broken down into simple tasks easily learned by most people. Various levels of a particular job will be reached by persons of different abilities. The proposed model includes six steps: state purposes of agency, set objectives, identify blocks of work, delineate tasks, organize tasks into jobs and organize jobs into career ladders. (CK)

ED 052 425 AC 010 450
Given, C. William Mitchell, John B.
A Community Power Structure: A Methodological Analysis and Comparison.
Ohio Agricultural Research and Development Center, Wooster.
Report No—R-Bull-1046
Pub Date Jun 71
Note—20p.; Part of Hatch Project 304 "A Study of the Decision-Making Process in Small Communities"
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Leaders, *Power Structure, *Research Methodology, *Rural Areas, *Social Systems
Identifiers—Hatch Project 304
This study attempts to analyze and compare the structure of influence in two rural communities in southern Ohio with population centers of less than 10,000 inhabitants. (For a study of one of the communities only, see AC 010 451.) The two communities are studied as to reputed influentials, the business and economic subsystem, the civic organizational subsystem, the educational subsystem, and the governmental subsystem. A comparison of the two communities as to influence structure revealed both similarities and differences. One community, Riverview (a pseudonym) had a structure of influence directed by community influentials; in the other community, Newton (a pseudonym), the reputed community influentials, with one exception, seemed neither to be the source of influence nor closely allied to influential units of the community. Conclusions are that: (1) the reputational technique makes it difficult to locate and identify socially and geographically removed individuals, emerging influentials, and influentials no longer active in community decision making; (2) the social system as a conceptual tool is useful as a theoretical framework from which to analyze the structure of influence; (3) the vertical system concept is a useful tool in analyzing extra-community based influence; and (4) the two communities exhibit characteristics similar to larger ones. (DB)

ED 052 426 AC 010 451
Given, C. William Mitchell, John B.
A Social System's Analysis of the Structure of Influence in a Small Community.
Ohio State Univ., Columbus. Dept. of Agricultural Economics and Rural Sociology.
Note—23p.; Part of Hatch Project 304 "A Study of the Decision-Making Process in Small Communities"
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Leaders, *Power Structure, *Rural Areas, *Social Systems, *Socioeconomic Influences
Identifiers—Hatch Project 304
The structure of influence in a community is the ordering and patterning of the interaction within a system based on the element power (influence) and all other elements as they relate to the use of influence within the social system. The structure of influence in a rural community, Riverview (a pseudonym for the town), Ohio, was analyzed, using four subsystems: the economic, the civic, the educational, and the governmental. The methodology used in data gathering was: (1) the selection of "judges" who were knowledgeable in one or more areas of community life; and (2) the designation of community influentials by the judges. In Riverview, 9 judges nominated 21 individuals two or more times, and 18 of these people were interviewed. Six of the 18 were mentioned four or more times in answers to questions concerning general community influence; only these individuals were considered as general reputed community influentials. This influence was based on particular elements such as power (both formal and informal), rank, status-role position, sentiment, and sanctions. No vertical systems--extracommunity based power--were active in the structure of influence within the community. The social system as a conceptual tool is useful as a theoretical framework from which to analyze the structure of influence. (DB)

ED 052 427 AC 010 452
Self Development Aids for Supervisors and Middle Managers.
Civil Service Commission, Washington, D.C.
Report No—R-34
Pub Date 70
Note—202p.; Personnel Bibliography Series
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (1970 0-402-277, $1.75)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Administrative Personnel, *Annotated Bibliographies, *Management Development, *Self Actualization
This annotated bibliography of material published through 1969 is a compilation and update of shorter reading lists prepared by the Library of the U. S. Civil Service Commission during the previous five years. The publications are listed under the following categories: Identification and Development of Managerial Skills; Career Planning; Improving Leadership Skills; Human Relations Skills; Managing Health and Tension; Followership; Completed Staff Work; Developing Creative Ability and Innovative Skills; Management of Time; Decision-Making and Problem Solving Skills; Communications Skills--General; Delegation and Order-Giving; Effective Speaking, including Telephone Usage; Effective Listening; Writing Improvement; Conference Leadership and Participation; and Reading Improvement. (DB)

ED 052 428 AC 010 453
Conference Leadership.
Civil Service Commission, Washington, D.C.
Note—80p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conferences, *Leadership Qualities, *Manuals
This manual has been developed to serve two primary purposes: as a text in the original training of company personnel in conference leadership and a guide for the use of trained conference leaders. The conference leader is responsible for creating a situation which makes for complete freedom of discussion. Using the conference, the leader aims to: assemble, select and evaluate facts, get group decisions, and develop and execute plans. He must familiarize himself with the problems, equipment, methods, and procedures confronting conference groups daily. The basic element in preparation for conference leadership is the discussion plan, which serves as a guide for the leader in directing the conference. Conferees should feel each meeting is an accomplishment. Frequent summaries at important points in the conference keep the group thinking and help fix ideas, principles, and conclusions. Five musts for a conference leader are: a good beginning, conferee participation, good questions, progressive discussion and control over the meeting. (CK)

ED 052 429 AC 010 455
Asante, Daniel Christian
The Role of the Agricultural Extension Specialist in Ghana with Emphasis on the Extension Economist.
Washington State Univ., Pullman.
Pub Date Jun 71
Note—15p.; Summary of Special Problem Report for Master's Degree, Washington State University
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Personnel, *Extension Agents, *Job Skills, *Occupational Information
Identifiers—Ghana
Following a study of literature pertinent to the subject, a proposed job description and organizational alignment for the extension economist in Ghana were developed. The study implications and recommendations are given. (DB)

ED 052 430 AC 010 456
McGonnell, Peter C.
Adult Basic Education as a Program for Social Change. Interim Report.
Prince Edward Island NewStart, Inc., Montague.
Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario).
Report No—Pub-71-9
Pub Date Feb 71
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, *Educationally Disadvantaged, Educational Planning, *Mathematics Instruction, *Reading Instruction, *Skill Development
Identifiers—NewStart Incorporated, Prince Edward Island
Adults from Kings County, Prince Edward Island, participated in a Basic Training for Skill Development Program, designed to improve their reading and computational skills. Test scores, obtained before and after instruction, were analyzed to evaluate the effect of the program on skill levels. Results showed that group gains in terms of grade level were relatively small, considering the duration of the program. Suggestions are made on the direction planning should take if the program is to be effective. (Author)

ED 052 431 AC 010 457
Parker, Allen
University Adult Education in the Later Twentieth Century.
Universities Council for Adult Education, Birmingham (England).
Pub Date 70
Note—88p.; A Statement submitted to the Committee on Adult Education
Available from—Honorary Assistant Secretary, U.C.A.E., Department of Extramural Studies, University of Birmingham, P. O. Box 363, Birmingham, B15 2TT, England
Document Not Available from EDRS.
Descriptors—*Adult Education, *College Role, *Community Relations, *Continuing Education Centers, *Open Enrollment
Identifiers—England, Universities Council for Adult Education
The problems and future of university adult education and the importance of adult education to the educational and social progress of the United Kingdom provide the bases of this report. The Universities Council for Adult Education is currently made up of representatives from 39 colleges and universities in the United Kingdom. Following a statement of the underlying principles on which the report is based, discussions are presented of the following topics: Universities and the Community; The Character of the Universities' Contribution to Adult Education; Present

Growing Points; Partnership with Other Bodies; The Role of Departments of Adult Education; Degrees, Diplomas and Certificates for Adult Students; Tutors and Training; Research in Adult Education; Accommodation; Organisation and Finance of University Adult Education; and The Division of Responsibilities Between Universities. A concluding Summary and a Summary of Recommendations are given. Statistical tables, four appendices, and a list of references are included. (DB)

ED 052 432 AC 010 458
Gentles, E.M.
Training the Operator; A Practical Guide.
Institute of Personnel Management, London (England).
Report No—IPM-PH-1
Pub Date 69
Note—42p.; First in a new IPM series of Practical Handbooks
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Programs, *Guides, *Industrial Training, *Machine Tool Operators, *Skill Development, *Training Techniques

Practical methods that may help the training officer in factories in the selection and training of operators are presented. Subjects discussed in this guide are: Selection; Where to Train; Skills Analysis Training; Training Manuals; Instructors; Records; Induction; Training of Special Groups; and Retraining. (DB)

ED 052 433 AC 010 459
Singer, E. J. Macdonald, I. D.
Is Apprenticeship Outdated?
Institute of Personnel Management, London (England).
Pub Date 70
Note—36p.
Available from—Institute of Personnel Management, 5 Winsley Street, Oxford Circus, London W1N 7AQ, England (12 shillings, 60 pence)
Document Not Available from EDRS.
Descriptors—*Apprenticeships, *Industrial Training, *On the Job Training, *Skill Development

Following a discussion of the history of the apprenticeship system, the present system and its drawbacks are described. The future of the apprenticeship system in relation to technological, social, and industrial changes is discussed. The type of training that industry must provide in the next 30 years is described. (DB)

ED 052 434 AC 010 460
Course Listing 1971-1972.
Program for Continuing Education in Public Health, San Francisco, Calif.
Pub Date [71]
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Course Descriptions, *Health Education, *Professional Education

Courses to be presented in 12 states for the benefit of professional personnel in health and related fields are listed and briefly described. The courses were developed by the Program of Continuing Education in Public Health, with the aid of Graduate Schools of Public Health of the University of California at Berkeley and at Los Angeles, the University of Hawaii, and Loma Linda University; the program is also sponsored by the Western Branch/Western Regional Office of the American Public Health Association. The courses are on Administration, Environmental Health, Mental Health, Personal Health Services, Teaching Health Planning, and The Extended Role of Public Health Workers. A list of persons to contact by persons interested is given by state: Alaska, Arizona, California (both Northern and Southern), Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. (DB)

ED 052 435 AC 010 461
Parsons, Jerry
Guidelines for Developing and Implementing an Educational Program for Youth in the Inner City.
Pub Date 67
Note—27p.; Paper submitted in partial fulfillment of requirement for the "Seminar and Practicum for Work with Families and Youth in Urban Areas" (Merrill-Palmer Institute, Detroit, Mich., 1967)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Youth, *Educational Programs, *Guidelines, *Urban Environment, *Youth Programs

Guidelines are provided for the professional youth staff member in Iowa to use in developing and implementing an educational program for youth in the inner city. The proposed guidelines are related to both organization and program, using the present 4-H and Youth Program as a base for developing programs for inner city youth. (DB)

ED 052 436 AC 010 462
Lane, Cleve W. Lewis, Robert B.
Guidelines for Establishing and Operating an Adult Learning Laboratory.
North Carolina State Univ., Raleigh. School of Education.
Spons Agency—Division of Adult Educational Programs, BAVT.
Report No—Monogr-1
Bureau No—BR-43-2028
Pub Date Jun 71
Grant—OEG-0-70-4599(324)
Note—158p.; Revised June 1971
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Education, *Adult Learning, Audiovisual Aids, *Educational Planning, Evaluation Techniques, *Facility Guidelines, Guidelines, *Learning Laboratories, Physical Facilities, Program Design, Programed Materials

Presented in this volume are the results of the efforts of the staff of the Adult Learning Center of North Carolina State University to develop and validate a new concept in adult education. Intended to assist planners, teachers, graduate students and others who are faced with the task of applying educational solutions to problems of human learning, it will hopefully serve as a guideline for the organization and the deployment of functions, personnel, equipment, and methodology. Suggested resources and evaluation criteria are also presented. (Author/DB)

ED 052 437 AC 010 463
Holtmann, A. G.
Cost-Benefit Analysis in Adult Literacy Programmes.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No—ED-Conf-285
Pub Date 3 Aug 70
Note—21p.; Third Meeting of the Panel for the Evaluation of Experimental Literacy Projects (Teheran, Esfahan, September 8-17, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education Programs, *Cost Effectiveness, *Educational Finance, *Evaluation Techniques, *Literacy Education

The usefulness of cost-benefit analysis in evaluating programs to reduce illiteracy is considered, and the advantages and limitations of this approach are illustrated by citing results from studies concerning the returns to investment in education. The discussion of cost-benefit analysis is based primarily on the assumption that the value of consumption in the society, given a certain distribution of income, is the goal of society. Other goals that society might wish to implement through government literacy programs are: (1) to redistribute income among certain racial groups, certain age groups, or regional areas; (2) to stimulate economic growth and guarantee a self-sufficient economy; and (3) to help correct its balance of payments problems. Methods of implementing these side goals are discussed. Rates of return to literacy and primary education are illustrated by results of studies conducted in India, Latin America, and the United States. Cost-benefit analysis in adult literacy programs provides the decision maker with a useful tool with which to make more rational choices in the allocation of funds to education. (DB)

ED 052 438 AC 010 464
Computer Appreciation Courses for Managers.
Department of Employment and Productivity, London (England).
Report No—SBN-11-360353-3
Pub Date 71
Note—28p.
Available from—Her Majesty's Stationery Office, 49 High Holborn, London WC1V 6HB, England (5 shillings 0 pence [25 pennies] net)
Document Not Available from EDRS.
Descriptors—*Computer Oriented Programs, *Course Descriptions, *Curriculum Guides, *Management Education

To assist managers in developing an appreciation for computers as a management tool, this booklet serves as a guide to three computer appreciation courses. The objectives of these courses, the computer's capability, and the Engineering Industry Training Board (EITB) program approach are discussed. An outline syllabus is given for each of the three courses, which are for managing directors, functional directors, and senior managers/departmental heads, respectively. (DB)

ED 052 439 AC 010 465
Rogers, Everett M. Svenning, Lynne
Modernization among Peasants: The Impact of Communication.
Pub Date 69
Note—429p.
Available from—Holt, Rinehart and Winston, Inc., New York, N.Y. (no price given)
Document Not Available from EDRS.
Descriptors—*Communication (Thought Transfer), *Cross Cultural Studies, *Developing Nations, *Farmers, Functional Illiteracy, *Social Change
Identifiers—*Colombia, India, Kenya

The purposes of the present study are: (1) to examine the nature of the modernization process among peasants in one less developed country, Colombia, and (2) to determine the cross-cultural validity of these findings in other of the less developed nations. Peasants are important subjects of study by social scientists because they constitute a majority of the population of most less developed nations. In this book modernization is viewed as essentially a communication process; modernizing message must reach the peasant via such communication channels as the mass media, change agents, or the villager's trips to cities. The methodological approach to theory construction in the present work is middle-range analysis. Data were gathered from peasants in six Colombian villages varying in degree of modernization; comparable data-gathering procedures and measures were used in two studies in India and one in Kenya in order to provide cross-cultural tests of generalization. Functional literacy was measured among the Colombian peasants by asking each respondent to read a six-word sentence in Spanish. Highly positive relationships were obtained between functional literacy scores and (1) self-defined literacy, and (2) years of formal education. These findings have been confirmed with data from a sample of 702 Indian peasants, whose responses lend cross-cultural credence to the conclusions. (CK)

ED 052 440 AC 010 466
Institute for Training Adult Basic Education Teachers (Formerly: Training Fellowship for Adult Basic Education Teachers).
University of Southern California, Los Angeles. School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research.
Pub Date [70]
Grant—OEG-0-70-3408
Note—158p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Basic Education, English (Second Language), *Professional Education, *Teacher Education, *Teaching Models, *Training Techniques

This report describes how a one-year program prepared 30 people to be professional teachers of Adult Basic Education, with emphasis on Teaching English as a Second Language. The program utilized a team structure in modular modifications of existing course structure, including modules of field experiences, directed teaching, paid experience in adult school teaching, and other innovative methods and experiences in a competency-based teacher education program. The report is an endorsement of the premise that professionalization of teaching is essential to the improvement of adult education, generally, and of Adult Basic Education, specifically. The report's conclusions agree that the USC-ABE program provides a framework for professional preparation of adult school teachers and that the project met its obligation to be a national model by being exemplary and replicable, subject to adaptation. (Author/DB)

ED 052 441 24 AC 010 467
Valencia, Atilano A.
Oral English Development among Non-English Speaking, Spanish-Speaking American Adults Based on Thirty Innovative Video Programs and Related Paper/Pencil Lessons.
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2827
Pub Date 71
Contract—OEC-2-7-005081-5081
Note—69p.; A Field Testing Report for the Adult Basic Education Division, Southwestern Cooperative Educational Laboratory
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Programs, Educational Research, *English (Second Language), *Language Instruction, Oral English, *Spanish Speaking, Statistical Analysis, *Televised Instruction
Identifiers—Empleen Ingles Series
The 1970-1971 field testing of the Adult Basic Education Empleen Ingles video programs and paper and pencil lessons was undertaken to provide answers to several questions. These questions concerned: (1) the instructional effectiveness of the 30 video programs and pen and pencil lessons; (2) the two programs as single or dual instructional media; (3) target population attitudes toward English usage and video program characters; and (4) learning retention among program participants subsequent to a time period following the final program exposure. Findings of the field testing show: (1) the Empleen Ingles Video Program and Paper/Pencil Lessons produce dramatic and significant gains in English comprehension, usage, and vocabulary; (2) a combination of the programs produce greater learning effects than does a single instructional medium; (3) the target population perceived the video program in a favorable light; and (4) the degree of English proficiency 20 days after program exposure remained significantly higher as compared with pretest scores. It is recommended that: (1) a dissemination plan be conceptualized and implemented to provide the target population with these instructional programs; and (2) consideration be given to continuing the development of the Empleen Ingles series until 100 or 150 video programs have been completed. (DB)

ED 052 442 AC 010 481
Demonstration, Developmental, and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults. Final Report.
Morehead State Univ., Ky.
Spons Agency—Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.
Bureau No—BR-9-3-S-2-017
Pub Date 30 Sep 70
Grant—OEG-2-7-005077-5077(324)
Note—106p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Basic Education, *Change Agents, *Demonstration Centers, Educational Programs, Information Dissemination, Instructional Materials, Models, *Program Evaluation, *Rural Areas
This final report summarizes the activities of the Appalachian Adult Basic Education Demonstration Center (AABEDC) at Morehead State University in Kentucky for the grant period from July 1, 1969 to June 30, 1970. The AABEDC operates in the Appalachian counties of thirteen states from New York to Mississippi. Its target audience is the rural isolated mountain people. AABEDC activities fall into four areas: change agent, training, research, and demonstration. Change agent activities included local, state, and regional advisory boards, seven conferences, inter-agency cooperation, 29 monographs and brochures and dissemination of innovation. Training activities included a graduate program in adult and continuing education, three Adult Basic Education (ABE) training institutes, and staff training in field units. Research activities included seven studies. Demonstration activities included 14 projects or modules in 11 states. The evaluations of the AABEDC Regional Board of Directors and the Michigan Institutional Survey and Consulting Service are reported. It is recommended that the model of a research, demonstration, and training center serving a distinct subpopulation of ABE students and staff in a several state area is an efficient and effective use of monies available to adult education. (Author/CK)

ED 052 443 AC 010 482
A Study of the Reading Habits of the Members of the N.C. Agricultural Extension Service.
Pub Date Jan 69
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Interviews, *Motivation, Periodicals, *Professional Personnel, *Reading Habits, *Reading Materials
The Cooperative Extension Service is a bureaucracy with formal lines of communications flowing from the state director through district extension agents to area and county staffs. In view of the importance of professional reading material to the district agent, it is important to know the kinds of materials he needs and to what extent present periodicals are meeting this need. The study specifically sought answers to the following questions: (1) number and type of publications read, (2) time spent reading professional materials, (3) reasons for reading, (4) the extent to which each publication is read, (5) the purpose for reading a particular publication, (6) the use made of the material contained in a particular publication, and (7) a comparison of a particular publication to other selected publications. Information was obtained in personal interviews of 17 supervisors using a preprinted interview schedule. The results indicate that the typical supervisor receives approximately seven professional and four popular publications each month and that he spends approximately nine hours per week reading beyond the daily newspaper and reads principally for professional improvement. (CK)

ED 052 444 AC 010 483
Lionberger, Herbert F. Francis, Joe D.
Views of Farm Information Sources Held by Farm Operators in Two Missouri Farm Communities, Ozark and Prairie.
Missouri Univ., Columbia. Agricultural Experiment Station.
Report No—Res-Bull-948
Pub Date Jan 69
Note—75p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Research Projects, *Attitudes, *Farmers, *Information Sources, *Item Analysis, Rating Scales
How farmers evaluate farm information sources, the views they hold of sources, and the relationship of views held to the use made of them were studied. The research was undertaken from two different vantage points: (1) determining how farmers view farm information sources, and (2) determining how views of farmers about sources are related to the variables considered in the study. The semantic differential was used to assess views in both phases. In Phase I, three steps were taken to secure a diversity of farmer opinion: (1) As many item scales were sought as would be reasonably expected to relate to views held about farm information sources; (2) A wide diversity of farmers was chosen to give their reactions to such sources in terms of the scales selected; and (3) The farmers were asked to express their views about a representative range of sources from which they ordinarily obtain farm information. In Phase II, the general procedure was to have samples of farmers rate five of the eight designated information sources in terms of the 14 selected item scales. Some general conclusions reached are: (1) Farmers have characteristic ways of viewing farm information sources; (2) Utility practicality, affectivity, and accessibility views can be distinguished; (3) The farmers studied differentiated between classes of sources in terms of these qualities. (CK)

ED 052 445 AC 010 484
Connor, Thomas R.
Prince Edward Island Newstarts' Comprehensive Manpower Development System.
Prince Edward Island NewStart, Inc., Montauge.
Pub Date Feb 71
Note—7p.; reprint
Journal Cit—C.V.A. Journal; p2-7 Feb 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Groups, *Employment Opportunities, *Manpower Development, *Recruitment, *Vocational Education
An approach to new methods of helping disadvantaged people gain employment taken by Prince Edward Island Newstart is outlined. This approach is a Comprehensive Manpower Development System. The major components of the system consist of: (1) variants of some standard manpower training programs, (2) innovative recruitment and assignment techniques, and (3) various placement methods. The adult basic education component is designed to allow any recruit to enter at any level from illiteracy and proceed in the program at his own pace to whatever level he may achieve up to grade 10. The initial skills training subsystem includes training in small engine and auto mechanics, welding, business and commercial skills, entry-level health occupations, and child care and homemaker assistants. Recruitment is an active outreach measure. Mass media advertising, personal contact, contact with interested groups and other parties for referrals are used. The Industrial Relations officer in the program is responsible for persuading employers to take trainees in an area with a very high rate of labor redundancy. (CK)

ED 052 446 AC 010 485
Semberger, Franklin M. And Others
A Bibliography for Correctional Education.
Florida State Univ., Tallahassee. Dept. of Adult Education.
Note—71p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Correctional Education, *Correctional Rehabilitation, *Corrective Institutions
Recently, academic and vocational educators, as well as most of those charged with custody, have begun to help rehabilitate prison inmates through such preparation as the development of trade skills, high school completion, and literacy training. There exist correctional institutions which provide excellent programs in many skills needed by the "free world" such as auto mechanics, electronics and carpentry. This bibliography is an attempt to simplify the job of those who seek to determine what exists and how such materials relate to their function in the correctional process. (CK)

ED 052 447 AC 010 486
Faulkner, Rosemary Connor, Thomas R.
Evaluation of a Program of Training for Day Care Attendants.
Prince Edward Island NewStart, Inc., Montauge.
Report No—Publ-71-24
Pub Date May 71
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Care Occupations, *Day Care Programs, *Disadvantaged Youth, *Educational Programs, *Females, Program Evaluation, *Rural Areas
This project attempted to show that rural disadvantaged young women can be trained for employment as day-care attendants. The nine course participants were selected from a group of women between the ages of 18 and 25 who had previously received training in basic education and life skills. Criteria included physical and mental health, grooming, social behavior, fondness for children, tested and demonstrated sensitivity to the needs of children, and tested and demonstrated interest in working with children. The program lasted 420 hours and was divided into: (1) three weeks of orientation and observation of operating centers, (2) two weeks of intensive theory, and (3) 11 weeks spent in the mornings in a day-care center working under supervision and supervisor instruction. It is not yet possible to conclude that this program has successfully demonstrated that training day-care attendants or providing day care services can provide a useful or valuable input to outreach centers in designated regional growth centers. (CK)

ED 052 448 AC 010 487
Nicholson, Carol
Results of a Training Program for Cole Crop Growers.
Prince Edward Island NewStart, Inc., Montauge.
Report No—Publ-71-29
Pub Date Feb 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Farmer Education, *Agricultural Production, *Educational Programs

An agricultural training program was implemented with the following objectives: (1) to develop a program suited to the needs of cole crop growers, (2) to promote awareness of the need for training programs of this nature. The target population was comprised of 19 low-income cole farmers. A comparative group with characteristics similar to the experimental group was composed of 18 cole crop growers who did not participate in the program. This program was an experimental agricultural training course, consisting of 10 two-hour lectures presented two evenings a week. It was designed to cover the complete production process involved in the growing of cole crops for processing. The general approach used by the instructor was as follows: (1) Terms familiar to those in attendance were used in preference to technical terms; (2) Ideas or concepts that were deemed new to the growers were expressed in more than one way; (3) The farmers were given the opportunity to ask questions and suggest topics. The training program produced positive results in terms of a better quality product and utilization of more efficient production methods. (CK)

ED 052 449 AC 010 488
Halfvarson, Lucille R. *O'Connor, John A.*
A Survey of Adult and Continuing Music Education in Illinois.
Illinois Univ., Urbana. Div. of Univ. Extension.
Pub Date 70
Note—55p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Music Education, *Questionnaires, *State Surveys
Identifiers—*Illinois

Surveys of adult and continuing education programs in music were undertaken in the various states, including Illinois. The purposes of the surveys were to identify existing music programs, assess their overall effectiveness, and stimulate interest in them. A letter-questionnaire was mailed to the mayors of over 850 cities and towns in Illinois; more than 100 replies were received. The report was constructed so as to parallel the format of the Illinois Arts Council Survey in order to enable the readers of both surveys to establish a clearer image of non-school (adult and continuing) music education and activities and to collate the other arts as a matter of interest. A few assumptions (positive and negative) may be drawn from this study: (1) The majority of Illinois communities offer some form of music education activity to its adults; (2) Music clubs appear to serve as cornerstones for the development of adult music education; (3) The majority of communities in Illinois possess ample physical facilities for the fulfillment of adult musical training and experiences; (4) Many small communities lack qualified leadership for the continuation of adult music education or music activities; and (5) Adults desiring continuation of music education prefer to reside in cosmopolitan communities. (CK)

ED 052 450 AC 010 489
Grabowski, Stanley M., Ed. *Logue, Nehume, Ed.*
Adult Education Dissertation Abstracts: 1968-1969.
Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.
Spons Agency—Adult Education Association of U.S.A., Washington, D.C.
Pub Date Sep 71
Note—227p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Adult Education, *Annotated Bibliographies, *Doctoral Theses, *Masters Theses

This bibliography contains citations, abstracts, and ordering information for 303 dissertations pertinent to the education or training of adults. Studies are classified by broad subject headings used in the ERIC Clearinghouse on Adult Education. Each section of the classification is identified by a four-digit number, with a one-, two-, or three-digit number for each entry. (Dissertations guided by members of the Commission of Professors of Adult Education bear an asterisk.) A descriptive analysis of 297 studies from the years 1968-1969 is given and compared with the analysis of the dissertations from 1963-1967. Author, institutional, and methodological indexes are provided. (Author)

ED 052 451 AC 010 490
Documents on Adult Education and Literacy: A Bibliography of Selected Documents.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).
Pub Date Mar 71
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Bibliographies, *Literacy
Identifiers—United Nations

This document is an unannotated bibliography of 388 important documents on the subject of adult education and literacy contained in the library of the UNESCO Regional Office for Education in Asia. (CK)

ED 052 452 AC 010 492
Course of Studies for Adult Education Classes Taught at Port Charlotte Cultural Center.
Port Charlotte Cultural Center, Fla.
Pub Date Jun 71
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Catalogs, *Curriculum

This booklet is a catalog of the courses offered at the Port Charlotte Cultural Center, Florida. The objectives of each course, the methods of presentation, and the books and audiovisual aids used to present them are shown. Course groupings include Adult General, Agriculture, Business and Distributive, Home Economics, Industrial, and Technical and Health. (CK)

ED 052 453 AC 010 493
Okes, Imogene E.
Participation in Adult Education in 1969. Initial Report.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—OE-72-1
Pub Date 71
Note—63p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (HE 5.213:13041, $.60)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Census Figures, *Individual Characteristics, Questionnaires, *Statistical Data

The U.S. Office of Education and the Bureau of the Census conducted a joint nationwide study of the people who engaged in adult education activities. By attaching a 12-question Adult Education Supplement to the May 1969 Current Population Survey (CPS), information was obtained about both adult education and the characteristics of the people who do and do not take adult education. This initial report presents the data obtained from the sample of the national population who responded to the three questions which the Census Bureau interviewers used to identify persons eligible to be asked the 12 questions in the Adult Education Supplement. These three questions dealt with age, full-time study, and instructional sources. Responses to the 12-part questionnaire will be published in a subsequent report. The statistics presented here were obtained from the household spokesman for individual persons. This report is one that shows multiple participation in various kinds of sources of adult education. The figures presented are based on the scientifically selected representative sample (approximately 105,000 people) used by the Bureau of the Census for national labor force estimates for the monthly CPS. (CK)

ED 052 454 AC 010 494
Berg, Clay N., Jr.
Relationships among Teacher's Knowledge and Application of Principles of Adult Teaching and Student Satisfaction. Final Report.
Chicago Univ., Ill. Dept. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-E-095
Pub Date 23 Dec 69
Grant—OEG-0-8-080095-4454(010)
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, Analysis of Variance, *Data Analysis, Multiple Regression Analysis, *Participant Satisfaction, *Questionnaires, Teacher Behavior, *Teaching Techniques, Theories

The nature of the relationship between a teacher's knowledge of certain principles of adult teaching, his application of those principles in classroom practice, and the resultant level of satisfaction reported by his adult students was studied. Agroup of 1,596 adults in 100 university classes were the subjects. A theoretical framework adapted from Getzels and Houle was employed. A student opinionnaire and a faculty questionnaire, based on Getzels' and Houle's modified list of principles, were used. Data were analyzed by analysis of variance and multiple regression analysis. Conclusions are: (1) The level of a teacher's knowledge of principles of adult education is not significantly correlated with the level of student satisfaction in his class; (2) The extent to which students perceive their teacher's behavior as conforming to actions consistent with certain principles of adult education is significantly correlated satisfaction with their classes is determined significantly by teachers' application of principles related to student motivation. (Author/CK)

ED 052 455 AC 010 495
Kaye, Barbara
Live and Learn: The Story of Denman College 1948-1969.
Pub Date Jan 70
Note—128p.
Available from—National Federation of Women's Institutes, 39 Eccleston Street, London, S.W.I, England (10 shillings, 50 pennies)
Document Not Available from EDRS.
Descriptors—*Colleges, *Educational History, *Females
Identifiers—*Denman College

Denman College was founded in England in 1945 for the purpose of providing academic as well as practical education to ordinary women. Over a period of 25 years the college has grown to an enrollment of half a million and has opened its doors to male students. This book is a record of the factors that have contributed to the growth of the college. (CK)

ED 052 456 AC 010 496
Leyasmeyer, Edith *Whitmarsh, Laurie A.*
Continuing Education in the Health Professions: An Annotated Bibliography.
Northlands Regional Medical Program, Inc., Saint Paul, Minn.
Pub Date Feb 69
Note—69p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Annotated Bibliographies, *Health Occupations

This annotated bibliography is a representative selection of 148 published works on continuing education for health professionals, with a particular focus on physicians. Its purpose is to compile information about the theory, practice, and evaluation of continuing education for the busy practitioner or instructor. (CK)

ED 052 457 AC 010 497
Young, Richard E.
The Effectiveness of a Correspondence Course for New 4-H Leaders.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
Pub Date 71
Note—27p.;Abstract of dissertation
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Education, Control Groups, *Correspondence Courses, *Course Objectives, Experimental Groups, Leadership Qualities, *Leadership Training, *Youth

The Cooperative Extension faculty in Ohio established a correspondence course for new 4-H leaders. The course included topics designed to meet the most significant needs of the leaders. This study had as its objectives: (1) to evaluate the effectiveness of the course by determining whether knowledge about 4-H and desirable practices performed in 4-H clubs would differ between leaders who participated and those who didn't, (2) to explore relationships which may exist between the leaders' knowledge of 4-H and the performance of desirable practices in their clubs, and (3) to compile and summarize demographic data on the new 4-H leaders. One county was selected from each of Ohio's ten Extension administrative areas. County faculty mailed the course lessons at regular intervals to leaders in the experimental group. Leaders in neither the experimental nor the control group knew that

they were involved in a research project. The new leaders' knowledge about 4-H was measured by a 20-item multiple choice test. A forced-choice instrument was used to determine the extent to which desirable practices were performed, and a series of 12 questions sought demographic data. Conclusions are: (1) The course was an effective teaching tool; (2) Increased knowledge had not transferred to the practice; (3) A 61% response rate was an adequate representation of the entire population. (CK)

ED 052 458 AC 010 498
Oren, John W., Jr
An Appraisal by Clientele of the Ohio Cooperative Extension Service.
Ohio State Univ., Columbus. Cooperative Extension Service.
Pub Date Dec 70
Note—18p.; Summary of dissertation
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Data Collection, *Educational Programs, *Questionnaires, *Teaching Methods

The effectiveness of the educational efforts of the Ohio Cooperative Extension Service was studied. A random selection of two counties from each of the ten supervisory areas was used. Information was gathered by mail questionnaires sent to 1,000 randomly selected clientele from the 20 counties. Conclusions are: (1) The extension effectively displays enthusiasm in its educational efforts, maintains a good public image, and recognizes the problems and educational needs in each county. However, it does not rate well in selecting and using interesting methods of teaching its educational programs and involving the people it serves in its program planning. (CK)

ED 052 459 AC 010 499
Petteys, Rodney A.
Some Factors Influencing the Length of Tenure of County Extension Agents, 4-H in Ohio.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
Pub Date 70
Note—19p.; Presented in partial fulfillment of the requirements for the M.S. degree
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employee Attitudes, *Job Tenure, *Questionnaires

The perceptions of county Extension agents, 4-H relative to selected factors influencing length of tenure in the Ohio Cooperative Extension Service were studied. A questionnaire was sent to 128 present and former agents. Of these, 118 usable ones were returned. Conclusions are: (1) The attitudes of agents toward salary and in-service training were associated with length of tenure; (2) No significant differences existed in ranking of factors, by agent groups, in the position features of job requirements and analysis, policy, working relations, family and personal features, and pre-service training. (CK)

ED 052 460 AC 010 502
Sass, Del H.
The Storekeeper Rating: New Concepts To Improve Training, Assignment, Performance, and Utilization.
Naval Personnel Research and Development Lab., Washington, D.C.
Report No—WRM-71-37
Pub Date Apr 71
Note—109p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-723 225 MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Data Processing, *Job Training, *Military Personnel, Personnel Evaluation, *Personnel Management, *Supplies
Identifiers—*United States Navy

Storekeeper personnel skill and knowledge requirements are discussed in terms of training, identification, and utilization. Manual skills which predominate in the material handling functions of supply (storerooms and warehouses) are contrasted to the clerical skills which predominate in the administrative functions (inventory and financial control). Supply activities equipped with computers employ techniques unique to automation and impose specific skill and knowledge requirements on Storekeepers. These requirements are compared to those utilized by Storekeepers assigned to non-mechanized (manual) supply systems. (Author)

ED 052 461 AC 010 503
Shenk, Faye
Changes in Career Intent during Initial Tour of Active Duty.
Air Force Human Resources Lab., Lackland AFB, Tex.
Report No—TR-70-49
Pub Date Dec 70
Note—52p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-722 408 MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Career Choice, *Environmental Influences, *Job Satisfaction, *Military Personnel
Identifiers—*United States Air Force

The study was designed to determine the predictability of an Air Force officer's career decision and to evaluate relationships between career decision and various demographic, environmental, and attitudinal factors. Information on this group was compiled for the period before commissioning and through five years of active duty. The report presents a description of the results obtained during the second through fifth years of active duty for this group. Based on responses to the career-intent statement, the most favorable source for retention is OCS, followed closely by OTS-AECP, both sources having had prior military service. Among the various sources, there has been a gradual trend toward lower career intent through the third year of active duty. At that point, career attitudes appear to begin stabilizing and continue to stabilize through the fifth year of active duty. Factors which influenced decisions to leave the Air Force included dissatisfaction with job, separation from family, friends, and hometown, and limitations in opportunity for promotion or for increased responsibility. Job characteristics considered important centered around job satisfaction. Generally, it seemed that the more factors the subject perceived as possible of attainment in the Air Force, the more likely he was to be career-oriented. (Author)

ED 052 462 AC 010 504
Stoloff, Peter H.
An Exploratory Study of Job Satisfaction, Retention, and Performance of Navy Enlisted Men.
Report No—INS-R-Contrib-177
Pub Date Feb 71
Note—39p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-723 559 MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Environmental Influences, *Job Satisfaction, *Military Personnel, *Personnel Management
Identifiers—*United States Navy

The paper examines the relationship of two aspects of job satisfaction: satisfaction with the work itself (job content) and satisfaction with the job environment (job context) to retention behavior and measures of on-the-job performance of first-term Naval enlisted men. While both job content and job context factors were found to be important determiners of job performance, only the job context and compensation measures asserted a strong influence on reenlistment decision. The findings suggested that the Navy should concentrate on improving the aspects of naval life associated with the satisfaction of more basic needs--such as pay, image of the Navy, and shipboard living conditions--to retain enlisted men, particularly those in the "hard" ratings in the electronics and electro-mechanical occupational groups. (Author)

ED 052 463 AC 010 508
Knowles, Henry P. Saxberg, Borje O.
Personality and Leadership Behavior.
Pub Date 71
Note—164p.; Addison-Wesley Series in Social Science and Administration
Available from—Addison-Wesley Publishing Co., Reading, Mass. (no price quoted)
Document Not Available from EDRS.
Descriptors—*Behavioral Objectives, *Group Activities, *Leadership Responsibility, *Managerial Occupations, *Values

The values provided by managerial leadership assume increasing importance to a society permeated by religious doubt. In exercising his leadership role, his obligation and challenge are to transmit only those ideas which can form a constructive base to focus the synergy of the members of the organization. He must impose upon himself rules of behavior and be aware of the fact that his actions affect the design of society today and influence the thinking of tomorrow. Managers are therefore urged to move on to the level of need-fulfillment, or meta-fulfillment. These terms refer to a spiritual commitment to a productive life orientation. By being himself synergistic, the manager can create organizations of men mobilized by synergy. (Author/CK)

ED 052 464 AC 010 509
Sezar, B. N.
Re-Entry of Women to the Labour Market After an Interruption in Employment.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date 71
Note—130p.
Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($3.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Employment Opportunities, *Equal Opportunities (Jobs), *Females, *Manpower Development, *Occupational Surveys, Vocational Adjustment

The problems involved in the re-entry of women into employment were studied, and the extent to which there exists a demand for employment for re-entry women was examined. A growing number of women are seeking re-entry in a wide range of income levels. The demand for part-time work appears to exceed supply. Official machinery for assisting re-entry women exists, at least nominally, in all the countries studied. It has to be decided, however, whether special machinery needs to be created to deal with the particular problems of this group and whether such machinery should take the form of a Women's Bureau. In the United States, the Women's Bureau is getting results. Many women have been handicapped in their careers through lack of vocational guidance. Where there are good openings, many are prevented from taking advantage of them through lack of basic educational qualifications. Success achieved in training older women is being achieved. This study has shown that re-entry programs for older women can be a satisfactory investment for both the community and the woman herself. The nature of the women's labor market will in any case change over the next decade as a result of the combined effects of technology and of the introduction of equal pay. (Author/CK)

ED 052 465 AC 010 510
D'Antoni, Susan, Comp.
Continuing Education in the Professions: A Selected Bibliography.
Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.
Pub Date [70]
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Bibliographies, *Professional Occupations

A list of works dealing with adult education in professional fields is given. One hundred and fifty citations are listed. Ordering information for documents cited is also provided. (CK)

ED 052 466 AC 010 511
Leidheiser, Paul Conrad
An Evaluation of Supervisory Task Importance and Performance in the Ohio Cooperative Extension Service.
Ohio State Univ., Columbus. Cooperative Extension Service.
Pub Date 70
Note—9p.; Abstract of Ph.D. dissertation
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Personnel Evaluation, *Professional Personnel, *Questionnaires, *Supervisors, *Task Performance

A total of 276 respondents, who were faculty members in the Ohio Cooperative Extension Service, completed questionnaires. These respondents were county extension agents in agriculture, home economics, and administration. The objectives of the study were to determine (1) the relative importance of certain identified tasks of supervisors and how well these tasks are being performed, and (2) how the various Ohio Cooperative Extension Service faculty groups perceive the

importance and performance of the various tasks expected of the supervisors. Conclusions are: (1) The importance and performance of supervisory tasks were perceived quite differently by groups of the Extension Service faculty when grouped by: position of employment, tenure, age, level of educational accomplishment, and subject matter major of the most advanced degree attained; (2) Extension faculty consistently view the importance of supervisory tasks higher than the performance of these tasks. (CK)

ED 052 467 AC 010 517
Bruny, Seifrid P.
Educational and Experimental Backgrounds of Adult Educators in Franklin County, Ohio and Their Training Needs.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
Pub Date 70
Note—13p.; Abstract of Ph.D. dissertation
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Educational Needs, *Questionnaires, *Teacher Background, Teacher Education, *Teacher Experience

This study was designed to be exploratory and descriptive in nature. Its purpose was to identify characteristics of adult educators in one Ohio county (Franklin) and to determine their specific training needs. Data were collected by use of mailed questionnaires, which were sent to a sample of 195 teachers and 27 administrators. The following conclusions were reached: (1) Adult educators in the county considered themselves well prepared in the field of adult education; (2) Factors that were related in a statistically significant manner to a higher professional preparation level score were longer tenure in adult education, completion of college courses in adult education, participation in initial orientation programs, attendance at adult education conferences, and reading of adult education journals. Factors that were not related in a statistically significant manner to a higher professional level score were age, graduation from college, per cent of total working time devoted to adult education, participation in in-service training programs, time spent with supervisors, and membership in professional adult education associations. (CK)

ED 052 468 AC 010 518
Functions of the New York State Learning Laboratories.
New York State Education Dept., Albany. Bureau of Basic Continuing Education.
Pub Date 71
Note—121p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Education, *Learning Laboratories
Identifiers—*New York

The descriptions that are contained in this document were prepared by the New York State Learning Laboratory specialists and show the diverse patterns of operation. Thirteen centers are included. (CK)

ED 052 469 AC 010 523
Lauroesch, William
The Two-Year College–Its Role in Continuing Education.
Massachusetts Univ., Amherst.; New England Center for Continuing Education, Durham, N.H.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 71
Note—17p.; Proceedings of a conference sponsored by the New England Center for Continuing Education, Durham, New Hampshire, May 5-7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *College Role, *Conferences, *Consortia, Information Dissemination, *Junior Colleges

This conference resulted in a proposal for a consortium of two-year colleges to perform the following functions: (1) disseminating information about continuing education activities, (2) tapping regional resources that inform on continuing education problems, (3) providing technical assistance in the field, (4) organizing short-term training programs for staff, and (5) researching, developing, and evaluating new systems. (CK)

ED 052 470 AC 010 524
McGaw, Dickinson L.
Suburban Problem Solving: An Information System for Tempe, Arizona.
Arizona State Univ., Tempe. Inst. of Public Administration.
Pub Date 71
Note—148p.; Papers in Public Administration No. 20
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Citizen Participation, *City Government, *Data Collection, *Decision Making, *Information Systems, Problem Solving, *Suburban Problems
Identifiers—Arizona, MIS, *Municipal Information System, Tempe

This study provides the officials of Tempe, Arizona, with a wide range of baseline information regarding citizen attitudes toward the City. It contains a design for an information system which could increase the breadth of information available for decision-making city officials and increase citizen participation in the process. Sixteen community issues were analyzed in terms of: (1) the relative importance of each issue as perceived by the residents, (2) the perceived performance of the city for each of the issues, (3) the amount of volunteer effort for each problem area, and (4) the amount of financial support for each service area. The subsystem proposed for use has been named MIS for Municipal Information System. The functions of MIS are oriented to both citizens and decision-makers; the potential users of information are the gatherers and processors of it. MIS breaks down into three major function areas: gathering, processing, and utilization. The system would provide an opportunity to evaluate the effectiveness of present programs, allow more active participation by the public in planning programs, and produce better baseline information necessary for effective planning. (CK)

CG

ED 052 471 CG 006 468
Bullard, Maurice L. And Others
The Adlerian Approach: Selected Articles.
British Columbia Special Counselor's Association.; British Columbia Teacher's Federation, Vancouver.
Pub Date 70
Note—73p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior, *Child Development, *Childhood Needs, Classroom Environment, Classroom Techniques, Educational Counseling, *Educational Strategies, *Elementary School Counseling, *Family Influence, Individual Development, Student Teacher Relationship

Several articles are concerned entirely with explicating some of the core Adlerian principles which center, ultimately, on the purposiveness of all human behavior. Among the theoretical topics included are: (1) a conflict solving strategy; (2) the characteristics of the family constellation; and (3) the implications of misbehavior viewed as having a communicational purpose. Two sections of this compilation deal with the application of Adlerian principles in the classroom and in counseling situations. Three articles elaborate on the use of classroom discussions as effective means for children to gain insight into their goals as well as methods of achieving them. Story-telling and discussion in the classroom are also useful for developing a sense of sharing, generosity, patience and social interest free of the four goals of children's misbehavior. The section on counseling includes: (1) the Adlerian conceptual foundations of counseling; (2) a rationale for interviewing parents; and (3) an Adlerian elementary school counseling model. (TL)

ED 052 472 CG 006 471
Project Inspire: Vocational Guidance Institute.
Greater Hartford Chamber of Commerce, Conn.; Hartford Univ., West Hartford, Conn.; National Alliance of Businessmen, Washington, D.C.
Pub Date 71
Note—93p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Economically Disadvantaged, *Economic Disadvantagement, *Educational Innovation, Educational Needs, Educational Programs, *Minority Group Children, Minority Groups, Negroes, Negro Students, Negro Youth, *Occupational Guidance, Occupational Information, Vocational Counseling, *Vocational Development, Vocational Education, Work Attitudes

Two introductory speeches suggest the general social and interracial climate in the United States. It is against this backdrop that Project Inspire is described. Its purpose is the development of a vocational guidance component within the broader school curriculum. Its major objective is elevating the awareness level of students to the work world through the establishment of a comprehensive Human Resources Library. Specific institute materials included in this booklet are: (1) sample educational projects and techniques, including an educational simulation; (2) a listing of specific career orientation program objectives; (3) sample forms and letters for program participants; (4) a Connecticut task force report on manpower needs; and (5) the results of an end-of-the-first week evaluation of institute participants' knowledge and feelings about minority youth, employment, and poverty. (TL)

ED 052 473 CG 006 472
Turner, Castellano B. Darity, William
Attitudes Toward Family Planning and Fears of Genocide as a Function of Race Consciousness.
Massachusetts Univ., Amherst. Dept. of Psychology.
Pub Date May 71
Note—13p.; Paper presented at the Midwestern Psychological Association Convention in Detroit, Michigan, May 6-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, *Black Community, Black Power, *Contraception, Ethnic Groups, *Family Planning, *Identification (Psychological), *Negro Attitudes, Negroes, Race, Race Relations, Racial Attitudes, Racial Factors, Racism, Self Concept

Demographic information, attitudes toward family planning and family planning agencies, fears of race genocide, and degree of race consciousness were elicited, by interviews, from a random sample of residents within several black communities of an urban area. A significant, positive relationship was found between race consciousness and the number of children desired, but not between race consciousness and agreement with the notion of family size limitation for black people generally. Moreover, reported use of birth control did not relate to race consciousness. Finally, race consciousness was not found to relate to endorsement of any of a series of statements concerning race genocide. An interpretive discussion indicates, among other things, the probable complex origins of race genocide fears. (Author/TL)

ED 052 474 CG 006 475
Blai, Boris, Jr.
Learning Conflict Among Mixed-Dominance Left-Handed Individuals.
Harcum Junior Coll., Bryn Mawr, Pa.
Pub Date 71
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Academic Failure, Academic Performance, *Lateral Dominance, Learning, *Learning Difficulties, Left Handed Writer, Neurological Organization, Physical Characteristics, *Physical Development, Psychomotor Skills

This study investigates the hypothesis that it is mixed-dominance among left handers (i.e. left handedness and right eye and/or foot dominance), that is related to academic learning difficulties among such individuals, rather than the generally held notion that their difficulties stem from the fact that they are left handers in a "right handed world." Three experimental groups were defined: (1) left handed, mixed dominance; (2) left handed, unmixed dominance; and (3) right handed. All group members were junior college freshmen females. At the end of their freshman year, the cumulative grade point averages of the three groups were compared. After a brief discussion of the statistical difficulties inherent in the study, it is concluded that the higher incidence of less than 2.5 cumulative averages in the left handed, mixed dominance group represents a "real" difference between it and the other two groups. The possible significance of the findings is discussed. (TL)

ED 052 475 CG 006 477
Klotz, Addie L.
The Effects on Student Utilization of Moving an On-Campus Health Center Off Campus.
San Fernando Valley State Coll., Northridge, Calif.
Pub Date 71
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Colleges, *College Students, Health, *Health Services, *Medical Treatment, *School Health Services, *Student Personnel Services, Student Welfare
The effects of moving the San Fernando Valley State College Student Health Services to a professional medical building two miles off-campus are assessed. Anticipating a series reduction in student utilization, an intensive publicity program was undertaken to make students aware of the service and its new location. Unexpected positive results of the move included: (1) ample parking; (2) ease of access; and (3) the status symbol of being in a first rate professional medical building. After an initial and severe drop in usual daily utilization, total visits to the service returned to normal. With the new location has come a notable absence of unnecessary visits, suggesting that the imposed geographical barrier is acting as a screening mechanism. (TL)

ED 052 476 CG 006 478
Tucker, Betty Jo, Ed. Vigil, Lyle, Ed.
The Person in Crisis.; How Help Anonymous Helps.; Reactions from Volunteers.; The Use and Abuse of Back-Up Resources.
Southern Colorado State Coll., Pueblo.
Pub Date 17 May 69
Note—14p.; Papers presented at the Help Anonymous Workshop, Southern Colorado State College, Pueblo, Colorado, May 17, 1969
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, *Crisis Therapy, *Interagency Cooperation, *Nonprofessional Personnel, *Program Descriptions, Student Needs, Student Personnel Services, *Student Problems
Help Anonymous, a volunteer-operated telephone service for persons in crisis, is presented in its various aspects. Five key areas, descriptive of the person in crisis, are delineated as are the external signs which signal that a crisis is impending or ongoing. The service is viewed as the right arm of the Pueblo Suicide Prevention Center, and in general handles milder more intermediate stress reactions. Essentially, it is directed to the problems of college students. Personal reactions and some case-like material from three volunteers are presented. The final selection discusses the value, to the nonprofessional, of his back-up resources, and points up the possible abuses which can be made of those resources. (TL)

ED 052 477 CG 006 479
Darcy, Robert L. And Others
Workshop in Developing Guidelines for Planning Career Development Programs K-12 in Ohio.
Ohio State Dept. of Education, Columbus.
Pub Date Jun 71
Note—83p.; Papers presented at the Workshop in Developing Guidelines for Planning Career Development Programs K-12 in Ohio, Columbus, Ohio, June 3-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Opportunities, *Career Planning, Careers, Educational Change, *Educational Innovation, Elementary School Students, *Guidance, Individual Development, Occupational Choice, Program Development, Program Guides, *Program Planning, Pupil Personnel Services, Secondary School Students, Vocational Counseling, *Vocational Development, Vocational Interests
The first of these six papers takes a systematic look at the range of current career guidance methods to determine which are most appropriate to which educational and age levels. A model for implementing career development programs at the senior high school level is presented in the second. General considerations regarding rate of change, approaches to change, obstacles to change and the implementation of change comprise the bulk of the third paper. In the fourth, the Developmental Career Guidance Project, aimed at helping inner-city youth become more aware of themselves and their possibilities in their world, is described. The fifth paper discusses, and presents an integrated model for, identifying, organizing and using resources in a career development program. The final paper, an introduction to the Economics component of the proposed Ohio Career Development Program, K-12, elaborates its underlying rationale and identifies specific goals to be achieved through it and the overall program. (TL)

ED 052 478 CG 006 483
Banmen, John Capelle, Ron
Human Relations Training in Three Rural Manitoba High Schools.
Manitoba Dept. of Youth and Education, Winnipeg.
Pub Date Apr 71
Note—25p.; Paper presented at the National Council on Human Relations Convention in Winnipeg, Manitoba, April, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counselors, Effective Teaching, *Human Relations Programs, Inservice Programs, *Interpersonal Competence, Secondary School Counselors, Secondary School Students, *Secondary School Teachers, *Self Actualization, Student Needs, Student Teacher Relationship, Teacher Behavior, *Teacher Improvement
It is assumed that too few principals, teachers and counselors possess the necessary personal characteristics which facilitate the growth or self actualization of students. This study investigates whether these qualities could be developed, using a model of human relations training. Four hypotheses were formulated: (1) teacher self actualization, as measured by the Personal Orientation Inventory, will be higher after human relations training; (2) attitudes toward the educational process, as measured by the Educational Process Opinionnaire, will change; (3) human relations training will increase the value, to the participants, of inclusion and affection, and decrease the value of control; and (4) participants' post-training overt behavior will be more consistent with the behavior they desire from others. Hypotheses I and II were supported, i.e. there were significant changes in the direction predicted. Hypotheses III and IV received partial support. It is concluded that human relations training can be of value in assisting educational personnel development of personal characteristics which enhance their functioning. (TL)

ED 052 479 CG 006 484
Gross, Tod And Others
Effects of Sensitivity Training, Video Taped Modeling and Instruction on Group Verbal Behavior.
Connecticut Univ., Storrs.; Illinois Univ., Champaign.
Pub Date May 71
Note—20p.; Paper presented at the Midwestern Psychological Association Convention in Detroit, Michigan, May 6-8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, Instruction, *Interpersonal Competence, Mental Health, *Mental Health Programs, *Nonprofessional Personnel, Personnel Needs, *Sensitivity Training, Video Tape Recordings
The study compares the effectiveness of sensitivity training, video taped modeling, and simple instruction in the acquisition, by college students, of certain social skills thought to be necessary if they are to perform effectively as nonprofessionals in a therapeutic role. Sixty subjects randomly selected from a group of 120 volunteers enrolled in an introductory psychology course at the University of Illinois, comprised the subject population. Twenty were placed in each of the three training conditions, which were subsequently evaluated through the use of a slightly modified version of Goodman's Group Assessment of Interpersonal Traits. Findings indicate that untrained subjects performed as well as those trained by modeling or sensitivity training, when specific instructions were given. It is concluded that elaborate training for a volunteer college student population, in the interpersonal skills being investigated, is an inefficient approach to their use as mental health workers. (TL)

ED 052 480 CG 006 485
Rehabilitation of the Alcoholic. A Training Guide. A Report from the Study Group on Rehabilitation of the Alcoholic and Public Offender. Rehabilitation Services Series Number 69-11.
Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date May 68
Note—200p.; Sixth Institute on Rehabilitation Services
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Alcoholism, Clinics, *Community Programs, *Environmental Influences, Health, Interagency Cooperation, Medical Treatment, Psychotherapy, *Rehabilitation, Socially Deviant Behavior, Social Problems, *Therapeutic Environment, Therapy
The many difficulties involved in diagnosing, classifying and treating alcoholics comprise the bulk of the report's content. The very specific social and medical needs of the alcoholic, coupled with personal, social and treatment agency barriers, are viewed as the major feasibility (for treatment outcome) factors. The report recommends six major treatment approaches: (1) acute detoxification; (2) chronic detoxification; (3) environmental manipulation; (4) supportive therapy; (5) internal change therapy; and (6) treatment for the counter-alcoholic. In the concluding chapter, a cooperative program concept for providing services to the alcoholic is preferred. A coordination of all needed services in an intensive comprehensive program is seen to be the only method from which successful rehabilitation can be expected. (TL)

ED 052 481 CG 006 486
McClelland, David C. Alschuler, Alfred S.
Achievement Motivation Development Project. Final Report. Appendix IV, Part 2.
Harvard Univ., Cambridge, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-1231
Pub Date Apr 71
Grant—OEG-0-8-071231-1747
Note—197p.
Available from—Education Ventures, Inc., Middletown, Conn.
Document Not Available from EDRS.
Descriptors—*Achievement, Curriculum, Curriculum Guides, *Educational Innovation, Educational Needs, *Instructional Materials, Learning Motivation, *Motivation, Psychological Needs, *Secondary School Students, Student Needs
The Achievement Motivation Development Project is described. The Project has culminated in the development of course materials designed explicitly to promote aspects of psychological growth. As such, it is viewed as but one thrust in an emerging psychological education movement. Achievement motivation is defined as a way of planning, a set of feelings and a set of action strategies, all concerned with striving for excellence. The achievement motivation course materials, which are fully elaborated, relate to 12 general propositions about motive acquisition. The overall program is designed to help young people succeed in getting what they want through their own efforts. The five program components include: (1) Who Am I, which concerns student self concept and self esteem; (2) the Ring Toss Game, which is a vehicle to help students discover the action strategies relevant to striving for excellence; (3) Ten Thoughts, which is geared to help students more easily conceptualize and generalize the achievement motive to other life experiences; (4) the Origami Game which promotes learning through experience, conceptualization and generalization; and (5) Aiming, in which the emphasis is on real goals achievable through achievement motivation. (TL)

ED 052 482 24 CG 006 490
Taylor, Ann
GLURP-Generalized Language for Understanding and Responding to People. Information System for Vocational Decisions.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—PR-29
Bureau No—BR-6-1819
Pub Date Jan 70
Grant—OEG-1-6-061819-2240
Note—137p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Career Choice, *Computer Assisted Instruction, Educational Technology, *Information Systems, *Man Machine Systems, *Occupational Guidance, *Programing Languages, Programing Problems

GLURP (Generalized Language for Understanding and Responding to People) is a midpoint version of a script-writing computer language which had been intended by the developers of the Information System for Vocational Decisions (ISVD). Because ISVD aimed at allowing the student user to control the order and quantity of data flow (in an English language context) to the console certain requirements were demanded of the author language. This paper describes: (1) the current status of ISVD's author language (GLURP); (2) its adaptation to machines other than the RCA Spectra or IBM 360 on which it can presently be used; and (3) some system and language problems which were not solved due to insufficient time. Other computer languages used in constructing GLURP are discussed in the appendices. (TL)

ED 052 483 24 CG 006 491
O'Mahoney, Terence J.
The Self Concepts Profiling Technique: A Procedure for the Exploration of Self Concept Systems. Information System for Vocational Decisions.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—PR-32
Bureau No—BR-6-1819
Pub Date May 70
Grant—OEG-1-6-061819-2240
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling, Diagnostic Tests, *Guidance, Occupational Aspiration, *Occupational Guidance, Pictorial Stimuli, *Projective Tests, Self Actualization, *Self Concept, *Vocational Development
This report describes an instrument recently developed for profiling self concepts and provides some background through a discussion of the rationale and development of the procedure. The Self Concept Profiling Technique (SCPT) has both a projective and a paired comparisons phase through which are examined five occupational and occupationally-relevant self concepts: (1) self-as-a-person-at-work; (2) the ideal person for my job; (3) my ideal job; (4) ideal self; and (5) self-as-a-person-in-general. It is felt that this procedure permits vocation, with reference to specific occupations, to be empirically investigated. Initial results allow the conclusion that the SCPT has potential value in counseling and guidance, both in a diagnostic and an educative role, and may also be useful in educational and clinical contexts as well as in research. (TL)

ED 052 484 24 CG 006 492
Scott, Heather
Program Description-HASM: Hierarchical Access Storage Management. Information System for Vocational Decisions.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—PR-34
Bureau No—BR-6-1819
Pub Date May 70
Grant—OEG-1-6-061819-2240
Note—80p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computers, Data Bases, Educational Technology, Information Storage, *Information Systems, *Man Machine Systems, *Occupational Guidance, *Programing Languages
Described is a complete and technical description of one component of the Information System for Vocational Decisions (ISVD) total data storage and access system. Both a verbal and a graphic flow chart of its functions within the system are presented. (TL)

ED 052 485 24 CG 006 493
Brewster, David
Program Description-DASM: Direct Access Storage Management. Information System for Vocational Decisions.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—PR-35
Bureau No—BR-6-1819
Pub Date May 70
Grant—OEG-1-6-061819-2240
Note—89p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computers, Data Bases, Educational Technology, *Information Retrieval, Information Systems, *Man Machine Systems, *Occupational Guidance, *Program Descriptions, *Programing Languages
This paper explains DASM, a package of programs and routines for Direct Access Storage Management on 70/564 disc packs. Its basic unit of data is a record. DASM processes (retrieves and maintains) records by techniques which require the user to reference a record by its name (both record and file name). The steps through which a user can create a DASM file are examined. In addition the internal workings of DASM are clarified. (TL)

ED 052 486 24 CG 006 494
Gannaway, Myra T.
Changing Perspectives in Education and Self-Correcting Thinking. Information System for Vocational Decisions.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—PR-27
Bureau No—BR-6-1819
Pub Date Dec 69
Grant—OEG-1-6-061819-2240
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Changing Attitudes, Cognitive Development, Cognitive Processes, Education, Educational Change, Educational Needs, Learning, *Learning Processes, *Social Change, *Technological Advancement, *Thought Processes
The major concerns of this paper are the varying ways of approaching, diagnosing and solving the problems besetting education as a result of the rapid technological and social changes which uniquely characterize our own day. Three chapters address various aspects of thinking and of education. The first proposes a definition of the educational process, and formulates the rationale, objectives, theoretical assumptions, and educational implications of the paper's major concept, "self-correcting thinking", defined as thinking which inherently tends toward progressively increasing accuracy, ever increasing reality-orientation, and ever wider and deeper comprehension. Chapter Two focuses on: (1) the characteristics of "self-correcting thinking"; (2) perspectives critically influencing thinking; and (3) the relationship of these to possibilities for learning. The final chapter discusses some seminal books and papers (e.g., of Arieti and Bettelheim) which are related to the paper's premises. (TL)

ED 052 487 24 CG 006 496
Aylmer, Robert C., Jr.
Mediating Student-Computer Interaction: Access Routines in an Interactive Guidance System. Information System for Vocational Decisions.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—PR-22
Bureau No—BR-6-1819
Pub Date Nov 69
Grant—OEG-1-6-061819-2240
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Planning, *Computer Programs, Educational Technology, *Information Systems, *Man Machine Systems, *Occupational Guidance, *Programing Languages, Vocational Counseling, Vocational Development
The career decision making paradigm underlying the Information System for Vocational Development (ISVD) is briefly stated; it reflects the fact that a person has different information needs associated with different life stages, and with decision making stages within any given life stage. The greater portion of the report deals with the attempts, in Phase I and Phase II of the ISVD project, to make an interactive system which reflects this paradigm. Multiple avenues of access to the four major data files already developed are explained and sample interactions presented. Access routines, or scripts, are defined as programmed structures for interaction between an inquirer (user of the system) and the data files. (TL)

ED 052 488 24 CG 006 497
Yee, Patricia And Others
The Construction and Implementation of a Data Base. Information System for Vocational Decisions.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—PR-30
Bureau No—BR-6-1819
Pub Date Apr 70
Grant—OEG-1-6-061819-2240
Note—216p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Career Planning, Computer Programs, Computers, Computer Storage Devices, *Data Collection, Educational Technology, *Information Networks, *Information Storage, *Information Systems, *Man Machine Systems, Occupational Information, Programing Languages
Three operations relevant to preparing a data base and supporting scripts are discussed in considerable detail. Section One enumerates the activities which constitute the collection and documentation of a data base. The material presented is relatively nontechnical and requires no knowledge of computers. Section Two discusses the preparation of the data for the computer and the running of the Information System for Vocational Decisions (ISVD) programs that process data bases. A third area of operation is the script network, which is used to interface the data with the inquirer. The writing of a preference script and the preparation of its documentation is the subject of Section Three. (TL)

ED 052 489 24 CG 006 499
Wolff, Laurence And Others
Some Workforce Requirements Implied by Current Manpower Forecasts. Information System for Vocational Decisions.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TM-4
Bureau No—BR-6-1819
Pub Date 69
Grant—OEG-1-6-061819-2240
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Employment Opportunities, *Employment Trends, *Job Market, *Labor Force, Labor Market, *Occupational Information, Prediction, *Statistics, Vocational Aptitude, Work Environment
Forecasts of the opportunities and requirements that will face the American labor force are presented and discussed. The emphasis is on exploring the distribution of skills, temperaments and other individual characteristics of the labor force in 1960 and to systematically, as contrasted to subjectively and impressionistically, forecast their distribution for 1975. Two primary sources of data are analyzed: (1) a draft version of Tomorrow's Manpower Needs, a publication of the Bureau of Labor Statistics; and (2) a magnetic tape containing information (for 13,755 occupational titles) about aptitudes, physical demands, and working conditions associated with these occupations. How this information was treated, and why, comprise part of the content. (TL)

ED 052 490 24 CG 006 500
Yee, Patricia Madoff, Marjorie
The Bigelow Junior High School Field Test. Information System for Vocational Decisions.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Proj-R-36
Bureau No—BR-6-1819
Pub Date May 70
Grant—OEG-1-6-061819-2240
Note—126p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Career Choice, Career Planning, *Computer Assisted Instruction, Computers, Educational Technology, *Field Studies, Information Networks, Information Systems, Instructional Media, *Junior High School Students, *Man Machine Systems, Occupational

Guidance, Research, Research Methodology, Vocational Counseling

All aspects of a five-week field test of the Information System for Vocational Decisions (ISVD) are reported. Sixteen students were involved; each averaged 3.5 sessions with the system. Results indicate that the most frequently accessed script was the Occupational Preference Script. Nearly half of the students (seven) accessed three data files, and two additional students accessed four files. This correlates with the number of sessions these students had with the system. Case studies for eight of the students who participated in the field test are presented in the following format: (1) use of system; (2) general description; (3) expectations; (4) system activity; (5) reactions; (6) impressions; and (7) general discussion. A variety of outcomes are represented. The appendices contain: (1) samples of the bulletins, letters and forms used in the field test; (2) a copy of the questionnaire for autobiographies together with the responses of the eight case studies; and (3) transcripts of the two final group evaluative sessions. (TL)

ED 052 491 24 CG 006 501

Roman, Richard Allan

Manual for GLURP: A Computer Assisted Instruction Language. Information System for Vocational Decisions.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Proj-R-33

Bureau No—BR-6-1819

Pub Date May 70

Grant—OEG-1-6-061819-2240

Note—152p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Career Planning, *Communications, Computer Oriented Programs, *Educational Technology, Information Networks, *Information Systems, Language, *Occupational Guidance, *Programing, Vocational Counseling

GLURP is a script-writing language constructed to suit the purposes of the Information System for Vocational Decisions (ISVD). Scripts tell the computer what to say and how to act; they allow the computer to interact with whoever is using the system. Teachers, counselors, etc. wishing to structure the learning of their students and clients need to become increasingly skillful in script-writing so that the computer-inquirer interaction is most productive. This manual is designed to prepare people to write in GLURP. It is divided into Beginner, Intermediate and Advanced sections so that gradual, comprehensive learning can take place. (TL)

ED 052 492 24 CG 006 502

Rowe, Fred A.

Foundation for a Seventh Grade Guidance Unit: An Analysis of the Developmental Level of the Seventh Grade Student and Nationally Current Occupational Guidance Classes. Final Report.

Utah State Dept. of Public Instruction, Salt Lake City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-3046

Pub Date May 70

Grant—OEG-4-7-063046-1612

Note—53p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum, Curriculum Design, Curriculum Development, Guidance Objectives, *Guidance Programs, *Junior High School Students, Literature Reviews, *Occupational Guidance, *Vocational Development

This is a review of the relevant literature and current practices in the field of occupational guidance. Because it was prepared in connection with the beginning of a seventh grade occupational guidance class in Utah, it deals, in the first part, with the vocational-maturational level of seventh graders. The second part summarizes contemporary efforts and practices throughout the nation for occupational guidance on this level. Several guidance approaches are considered, but the developmental approach utilized by the New England School Development Council is included in its entirety because of its comprehensiveness. The report concludes with: (1) a list of guidance objectives; (2) activities and projects geared toward meeting those objectives; (3) a short bibliography of relevant educational materials; and (4) brief comments about guidance program evaluation. (TL)

ED 052 493 24 CG 006 503

Roman, Richard Allan

The Script Network: Present Conditions and Suggestions. Information System for Vocational Decisions.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Proj-R-31

Bureau No—BR-6-1819

Pub Date Mar 70

Grant—OEG-1-6-061819-2240

Note—130p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Career Choice, *Computer Assisted Instruction, Computers, Educational Technology, *Information Networks, Information Systems, Instructional Media, Language, *Man Machine Systems, *Occupational Guidance, Programing, Vocational Development

Identifiers—Information System for Vocational Decisions

The overall organization of the Information System for Vocational Decisions (ISVD) script network is diagrammed and each component described: (1) systems scripts which help determine what part of the system the inquirer wants to use; (2) CAI scripts designed to teach the inquirer things related to career choice; (3) preference scripts which help transform value preferences about criteria for work or school into concrete alternatives; (4) data scripts which allow direct exploration of the data bases; (5) templates which are similar to, but less specific than, the data retrieval scripts; and (6) access routines which represent various components of the ISVD paradigm of vocational decision-making and are designed to help the inquirer become conscious of himself as a decider. This paper reviews each of these, except the CAI scripts, and suggests improvements. (TL)

ED 052 494 24 CG 006 504

Bergan, John R. Curry, Dal R.

Psychological Services: The Pilot Year.

Arizona Univ., Tucson. Arizona Center for Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0706

Pub Date Aug 70

Note—102p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Behavioral Objectives, *Behavior Change, Behavior Problems, Child Development, Consultants, *Consultation Programs, *Early Childhood Education, *Elementary School Students, Program Descriptions, Program Evaluation, Psychological Services, School Psychologists, *Systems Approach

This report describes the pilot year operation of the Tucson Early Education Psychological Services (TEEPS) program, which is based on the position that the quality of psychological services in the public schools can be increased by establishing educational systems in which the functions of psychology in education are embodied in system components rather than in individual practitioners. TEEPS is designed not only to deal with deviant behaviors, but also to facilitate the development of intellectual skills, leadership skills, social skills, and creativity in children. The program has three components: (1) research and development; (2) consultation; and (3) evaluation. Current thinking on the consultation process, which utilizes behavior modification techniques, is discussed extensively. Its success demonstrates that: (1) a psychologist and teacher working together can define problems operationally; (2) they can formulate concrete intervention plans; and (3) they can measure what they have accomplished. Data further indicate that such consultation teams are highly effective, reasonably efficient, and that consultation as a service can attain a high level of acceptance in schools. (TL)

ED 052 495 24 CG 006 505

Byrnes, James C.

The Quantity of Formal Instruction in the United States.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center, Syracuse, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-1021

Pub Date Aug 70

Contract—OEC-1-7-071021-4429

Note—80p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Attendance, College Bound Students, Education, Educational Development, *Educational Equality, Educational Opportunities, Elementary Education, *Models, *Public Policy, Secondary Education, Social Planning, *Universal Education

Extensive data is presented which clarifies the number and percentage of persons who complete high school and college. Historical trends for the elementary, secondary and college levels are included. The report takes note of a number of growth and constraint factors: (1) wars, depressions, and the higher social cost of post-secondary instruction; (2) the Higher Education Facilities Act of 1963 and the Higher Education Act of 1965 and the resultant growth of community colleges; and (3) the G.I. bill. In general, elementary and secondary education are nearly universal, while the college B.A. continues to be a minority commodity. Decreasing attrition rates and increasing costs are also discussed. A quantitative model is proposed which suggests the manner in which future enrollment might be distributed by level under different policies for the growth of post-secondary instruction. Within the context of this model, two possible future states for the quantity of instruction are illustrated. (Author/TL)

ED 052 496 24 CG 006 506

Durstine, Richard M.

A Final Report on Forecasts and Datafiles Prepared for the Information System for Vocational Decisions by the Center for Studies in Education and Development.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Proj-R-24

Bureau No—BR-6-1819

Pub Date Nov 69

Grant—OEG-1-6-061819-2240

Note—97p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Choice, Career Planning, Computer Assisted Instruction, Computers, Computer Storage Devices, *Educational Technology, Information Networks, *Information Systems, Instructional Media, *Man Machine Systems, Occupational Choice, Occupational Guidance, *Occupational Information, Vocational Counseling, *Vocational Development

Identifiers—Information System for Vocational Decisions

This report reviews and interprets activities carried out at the Center for Studies in Education and Development, Harvard Graduate School of Education, in support of the Information System for Vocational Decisions (ISVD) over a three year period. Included here are the contents, development, use so far, and potential of three specific datafiles within the system: (1) the Occupational Title File; (2) the Occupational Groups Datafile; and (3) the Military Datafile. The current limitations of the system are acknowledged. Besides the development and use of the three datafiles, the report also covers forecasts for two kinds of datafiles and discusses possible development of other datafiles and extensions of the existing ones. In each case the history of the work carried out during the Project is described and explained; its final results are presented; and suggestions are made for further development. (Author/TL)

ED 052 497 24 CG 006 507

Roman, Richard Allan

Implementation of a Career Decision Game on a Time Shared Computer: An Exploration of Its Value in a Simulated Guidance Environment. Information System for Vocational Decisions.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Proj-R-25

Bureau No—BR-6-1819

Pub Date Nov 69

Grant—OEG-1-6-061819-2240

Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Planning, *Computer Assisted Instruction, Computer Oriented Programs, Computers, Counseling, Counseling Effectiveness, Information Systems, *Man Machine Systems, *Programing Problems, Simulated Environment, *Simulation, Vocational Counseling, Vocational Development
Identifiers—Information System for Vocational Decisions
The Information System for Vocational Decisions (ISVD) places Boocock's (1967) Life Career Game in the core of its operating system. This paper considers the types of interaction that will be required of the system, and discusses the role that a career decision game might play in its total context. The paper takes an into-the-future look at the day when an artificial intelligence system guiding simulated counselor, teacher, and career generator systems becomes a feasible programing task. Toward this ultimate goal, the author proposes to start with the career decision game, and to develop the full system as a series of increasingly complex modifications of its basic format. The game in its present form is described and its use as a miniature model for the entire system of interacting simulations (teacher-student, counselor-client) is discussed. (TL)

ED 052 498 24 CG 006 508
Hogan, Robert Dickstein, Ellen
A Dimension of Maturity: Moral Judgement.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-96
Bureau No—BR-6-1610
Pub Date Mar 71
Grant—OEG-2-7-061610-0207
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Development, *College Students, Emotional Development, *Empathy, Ethical Instruction, Individual Development, *Maturation, *Moral Values, Personal Growth, Social Development, *Socialization, Social Maturity
This paper presents: (1) a definition of values; (2) a measure of moral values which seems to have adequate conceptual and psychometric properties; and (3) evidence concerning the personological correlates of mature moral judgment. Values are defined as the standards used in moral evaluations and the criteria for choosing rules of conduct. Using a brief, semi-projective task, moral judgments were elicited from undergraduate fraternity members. These were scored for maturity of moral judgment. Persons whose moral judgments were rated as mature tended to be sensitive to injustice, well-socialized, empathic, autonomous, and they based their judgments on intuitive notions of "goodness." (Author)

ED 052 499 24 CG 006 509
Hinmon, Dean
The Development of Cognitive Performance Criteria for Use by Secondary School Teachers. Final Report.
Minnesota Univ., Minneapolis.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-F-047
Pub Date 28 Sep 70
Grant—OEG-6-9-009047-0068(010)
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstract Reasoning, Cognitive Ability, Cognitive Development, *Cognitive Processes, *Decision Making Skills, *Educational Strategies, *Logical Thinking, Secondary School Students, *Secondary School Teachers, Teaching Procedures, Thought Processes
The problem of this research was to construct a list of behaviorally specifiable objectives for secondary school teachers to use in teaching the higher cognitive skills (ie., problem solving, rational thinking, and discovery) as well as subject matter. Process, as contrasted with content, was the focus. The specific Thought Process Objectives are delineated: (1) Assimilation; (2) Process; (3) Differentiation; and (4) Integration. The data, based on a nine week period, supports the conclusion that if a structure is provided for teachers that outlines what man does in the process of thinking, they will be able to teach these processes directly and purposefully, rather than incidentally. The difficulties encountered in selecting a Thought Process Objective and then writing a learning activity based on it are discussed, as are recommendations and implications of the study. (TL)

ED 052 500 24 CG 006 510
Roman, Richard Allan
Developing and Implementing Materials for Computer Assisted Instruction. Information System for Vocational Decisions.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—PR-26
Bureau No—BR-6-1819
Pub Date Dec 69
Grant—OEG-1-6-061819-2240
Note—69p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, Computer Programs, *Educational Technology, Guidance, Information Networks, *Information Systems, *Man Machine Systems, Occupational Guidance, Programing Languages, Vocational Counseling, *Vocational Development
Identifiers—Information System for Vocational Decisions
This final report discusses certain parts of the successes and failures, strengths and weaknesses of the development of the Information System for Vocational Decisions (ISVD) in terms of their relevance to the issues within the area of computer-assisted instruction. A major focus is on the kinds of computer-assisted instruction that promote interactive learning and access to data. In this regard, the scripts which assist inquirers to become monitors of their own decision processes are presented in some detail. A second major focus emphasizes the interaction between subject matter specialists and computer programmers which facilitates the creation, evolution and effectiveness of a computer language for information systems such as ISVD. The third major aspect of this report is a consideration of the setting and constraints surrounding the development of a computer-based system for guidance. (Author/TL)

ED 052 501 24 CG 006 511
Yee, Patricia Seltzer, Joanna
Description and Use of the Data Files on Military Careers. Information System for Vocational Decisions.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—PR-23
Bureau No—BR-6-1819
Pub Date Nov 69
Grant—OEG-1-6-061819-2240
Note—77p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Choice, *Computer Assisted Instruction, Data Bases, Educational Technology, Enlisted Men, Information Storage, *Information Systems, *Instructional Media, *Military Personnel, Military Service, *Occupational Guidance, Officer Personnel, Vocational Counseling
Identifiers—Information System for Vocational Decisions
This paper summarizes the contents, structure and possible uses of the Information System for Vocational Decisions (ISVD) data file on military jobs in the 3 major services. In all, 170 specific career fields for enlisted men and 34 for officers are included in the data file, which also provides for converting the inquirer's personal characteristics and preferences to a list of possibly suitable jobs within the military. In the appendices are included samples of the scripts used with the military datafile and a fairly extensive bibliography of materials which can be used in conjunction with the ISVD computer-assisted instruction program. (TL)

ED 052 502 24 CG 006 512
Third Report. 1 June 1968-31 August 1969. Phase I, Conclusion of the Information System for Vocational Decisions.
Harvard Univ., Cambridge, Mass. Graduate School of Education.; New England Education Data Systems, Cambridge, Mass.; Newton Public Schools, West Newton, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-1819
Pub Date Oct 69
Grant—OEG-1-6-061819-2240
Note—256p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Career Choice, Career Opportunities, Career Planning, *Computer Assisted Instruction, Computers, *Educational Technology, Information Retrieval, *Information Systems, Instructional Media, Occupational Choice, *Occupational Guidance, Occupational Information, Vocational Counseling, *Vocational Development
Identifiers—Information System for Vocational Decisions
This third annual report provides a comprehensive picture of the work that has been done to construct a prototype of a computer-based Information System for Vocational Decisions (ISVD), the major objective of which is the improvement of vocational decision-making. The report is divided into 7 parts: (1) the inception of the ISVD; (2) its underlying theory and overall design; (3) its work organization with accomplishments to date and future plans; (4) a list of ISVD's personnel; (5) a list of its publications; (6) 2 appendices which illustrate the College Script Network and the Occupational Script Network, through which system users gain access to the data files; and (7) an extensive bibliography. (TL)

ED 052 503 CG 006 513
Snyder, John F. And Others
Why Some Students Do Not Use University Counseling Facilities.
Southern Illinois Univ., Carbondale.
Pub Date [69]
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, Counseling, *Counseling Centers, Counseling Programs, Counseling Services, *Student Attitudes, Student Opinion, Student Personnel Programs, *Student Personnel Services, Student Personnel Work, *Student Problems
A four part instrument for empirically answering how stigma, seriousness of problem, student attitudes, counseling experience, and information affect student usage of the university counseling facilities is discussed. The four parts, completed by 181 students, include: (1) biographical data; (2) five sub-scales derived through item analysis with good internal consistency and homogeneity; (3) a checklist of problems; and (4) whom subjects would take problems to. Results indicate: (1) that subjects are favorable to the concept of counseling; (2) that the stigma of seeking counseling is of little concern; (3) that subjects generally have little information about the counseling center and the counseling process; (4) that friends, close relatives, faculty, and psychological services, in that order, would be chosen for help with personal problems; and (5) that depression, choice of major, and the future are the most common problems, while drugs and alcohol are the least common. (Author/TL)

ED 052 504 CG 006 514
SDS Plans for America's High Schools. Report by the Committee on Internal Security, House of Representatives, Ninety-First Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Internal Security.
Pub Date 69
Note—20p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.15)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, *High School Students, *Political Attitudes, *Social Attitudes, Student Attitudes, *Student Behavior, Student Reaction
The basic concepts, aims and purposes of Students for a Democratic Society (SDS) are reviewed and described by the Committee on Internal Security of the U.S. House of Representatives. An overall goal, as stated by SDS leadership, is the destruction of U.S. imperialism and the achievement of a classless world: world communism. Toward this goal, the SDS has a blueprint for the radicalization of high school students, the basic plans of which are elaborated here. In addition, SDS claims to success in recruiting high school students are aired. The re-

port claims that SDS has not been successful in these efforts, but that the danger of this SDS threat is the immaturity and impressionability of high school youth. Brief suggestions concerning how to deal with, and thwart, the SDS threat conclude the report. (TL)

ED 052 505 CG 006 515
Hopper, Allen E.
Biographical and Clinical Variables Related to Frequent vs. Infrequent Visits by Students to a University Counseling and Mental Health Service.
Louisiana State Univ., Baton Rouge.
Pub Date 71
Note—3p.; Paper presented at American College Health Association Convention in San Francisco, California, April 27-30, 1971
Available from—John L. Kuehn, M.D., Counseling and Mental Health Service, Louisiana State University Student Hospital, Baton Rouge, Louisiana 70803
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, Counseling, Counseling Centers, *Counseling Services, *Student Characteristics, Student Needs, *Student Personnel Services, Student Personnel Workers, *Student Problems
In this study, data gathered from the files of students contacting Louisiana State University's Counseling and Mental Health Service during a one year period clearly revealed significant differences between the frequent versus infrequent visitor: (1) student age; (2) previous exposure to psychotherapy; (3) local residence while in college; (4) mother's occupation; and (5) number of siblings. Students who had received some form of psychotherapy previously, who were age 21 or older, were living away from their parents, and whose mothers were housewives, were more likely to be frequent visitors to the service. Significant differences were also found for these two groups regarding the psychiatric evaluations and treatment procedures. Implications of these findings for the most effective intervention on behalf of frequent and infrequent visitors are discussed. (TL)

ED 052 506 CG 006 516
Erpenbach, William J. And Others
Promising Practices in School Counselor Role Communication.
School City of Mishawaka, Ind.
Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.
Report No—Bull-478
Pub Date Aug 70
Note—62p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administration, Communication Problems, Communication Skills, Counselor Functions, *Counselor Role, Counselors, Intercommunication, Junior High School Students, *Role Perception, Secondary School Students, Students, *Teachers, *Verbal Communication
The activities described exemplify the efforts of school counselors nationally to explain the "why" and "how" of the school counseling profession to their significant others -- pupils, parents, teachers, administrators, school boards and community groups. The survey found that, in communicating their role to administrators and school boards, counselors utilized a paucity of explanatory efforts, only 3 of which merited inclusion. Where role communication to parents and the community are concerned, considerable variety was found, most of which relied on video assistance or role playing and audience participation. However, there was a distinct absence of systematic follow-through. Role communication to pupils is generally done in the form of cartoon characters (junior high) and organized orientation programs (secondary students). A conventional talking approach was found to predominate where counselors communicated their roles to teachers. Sample activities are included for all groups. (TL)

ED 052 507 CG 006 517
Bachman, Jerald G. Van Duinen, Elizabeth
Youth Look at National Problems. A Special Report from the Youth in Transition Project.
Michigan Univ., Ann Arbor. Inst. for Social Research.
Pub Date 71
Note—104p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*High School Students, Personal Values, *Political Issues, *Social Attitudes, Social Problems, *Social Values, *Student Attitudes
Survey data from 2200 young men, collected primarily during summer, 1970, is presented and analyzed. Issues under consideration include: (1) Vietnam; (2) National Unity; (3) Racial Tensions; (4) Crime, Violence, and Public Order; (5) Pollution; (6) Population Growth; (7) the Economy; (8) the Threat of Nuclear War; and (9) what young men feel they can do. A summary of major findings indicates that (1) Vietnam is considered, by young people, to be the number-one United States problem; (2) there is increasing mistrust and cynicism about government; (3) young people overwhelmingly support the 18 year old vote; (4) race is still a problem, but further government intervention is not the solution; (5) many young men favor firmer police and court action against crime and violence; (6) pollution, too, should be dealt with by stronger laws, rigid enforcement, and stringent penalties; and (7) contraception is the answer to overpopulation, though young peoples' knowledge about contraception is rather limited. Several conclusions are drawn, one of which is that much work is needed to educate young people for responsible citizenship. (TL)

ED 052 508 CG 006 518
Davidson, Walter Craig
The Mexican American High School Graduate of Laredo. A Laredo Independent School District Study.
Laredo Independent School District, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [70]
Grant—OEG-7-8-006709-0080(056)
Note—212p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Adjustment Problems, *Educational Disadvantagement, Educational Environment, *Educational Experience, *Environmental Influences, *High School Graduates, High School Role, *Mexican Americans, School Environment
An enormous amount of information and research is summarized in this report. The study concerns itself with the identification and interpretation of those factors that are germane to a Mexican-American high school graduate's perception of himself, his school, his home, his community, and their interrelationship and from which he attempts to relate himself effectively to the rest of the world and, thereupon, to construct the matrix of his life after graduation from high school. A conversational approach to data gathering was utilized. The author illuminates the reader concerning Laredo itself, the entire geographical area, the school district and, most importantly, the situation of Mexican-Americans who must live and confront this environment. Wide-ranging implications and conclusions, based on the comprehensive data, are included. In general, the public schools of Laredo are grossly deficient in providing the Mexican-American graduate with the skills and experiences which he needs to make it in the society with which he is confronted upon graduation. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (TL)

ED 052 509 CG 006 521
Harcleroad, Fred F.
Disadvantaged Students: What Makes for College Survival.
American Association for Higher Education, Washington, D.C.; American Coll. Testing Program, Iowa City, Iowa.
Pub Date 16 Mar 71
Note—11p.; Speech presented at the Conference of the American Association for Higher Education, Chicago, Illinois, March 14-17, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, *Disadvantaged Youth, Economically Disadvantaged, *Educational Development, Educational Environment, Educational Experiments, *Educationally Disadvantaged, *Educational Opportunities, Mexican Americans, Migrant Workers, Minority Groups, Negroes, Socioeconomic Status, *Student Personnel Services
Useful definitions for both "educationally disadvantaged students" and "survival" are proposed. The approaches and results of many nationwide collegiate programs directed at recruiting and sustaining such students are discussed. Two basically different approaches are being taken: (1) the remedial approach; and (2) the "cultural difference" approach in which black culture and urban problems are stressed and field experience in the community is often part of the courses. Two programs, in particular those at Stanford University and Northeastern Illinois State College, are cited for their remarkably high survival rates. The latter, with its components, is described in some detail. On the basis of the review, the author concludes that disadvantaged students are clearly able to survive in college. Experience in a wide variety of institutions provides enough commonality of methods and results to encourage every institution to provide specialized personnel and services for establishing or improving college programs for the increasing numbers of disadvantaged students. (TL)

EA

ED 052 510 EA 003 523
Coombs, Philip H.
What Is Educational Planning? Fundamentals of Educational Planning-1.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
Pub Date 69
Note—61p.
Available from—UNIPUB, Inc., P.O. Box 443, New York, N.Y. 10016 (B.2717,$2.00)
Document Not Available from EDRS.
Descriptors—*Cost Effectiveness, Costs, Developed Nations, Developing Nations, Educational Administration, *Educational Needs, *Educational Planning, *Management Systems, Manpower Development, Program Budgeting, *Systems Approach
This report is one of a series primarily intended for those engaged in or preparing for educational planning and administration--especially in developing countries--as well as for those government officials and civic leaders seeking a more general understanding of educational planning and its role in overall national development. This booklet traces the historical development of educational planning and indicates some directions it will take in the future. Three current approaches to planning are discussed: "social demand," "-manpower," and "rate of return." The author sees a future need for more forms of microplanning that apply to the inner processes of the system and its numerous subsystems. He concludes that eventually educational planning will include (1)refinement of objectives; (2) evaluation of system performance; (3) systems approach to educational design; (4) new management styles and measures, including program budgeting, program evaluation and review technique, and techniques of cost benefit analysis; and (5) intensified research and development. A related document is EA 033 524. (Author/EA)

ED 052 511 EA 003 524
Hallak, J.
The Analysis of Educational Costs and Expenditure. Fundamentals of Educational Planning-10.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
Pub Date 70
Note—69p.
Available from—UNIPUB, Inc., P.O. Box 443, New York, N.Y. 10016 (B.2644, $2.00)
Document Not Available from EDRS.
Descriptors—*Cost Effectiveness, *Costs, Developing Nations, Economics, Educational Administration, *Educational Economics, *Educational Planning, *Expenditures, Program Effectiveness, Program Evaluation, Program Planning
This report is one of a series primarily intended for those preparing for educational planning and administration-- especially in developing preparing for educational planning and administration--especially in developing countries--as well as for those government officials and civic leaders seeking a more general understanding of educational planning and its role in overall national development. This booklet presents an economist's view of the problems he faces in an analysis of educa-

tional costs. The definitions of cost as used in economics are surveyed briefly, and the special case of education is considered within the framework of cost to the community. The study explores costing as an instrument of economic analysis and provides answers to questions such as how is the total cost of education assessed, what is the most helpful breakdown of cost components, and what explanatory variables account for cost trends. Methods of establishing total and unit costs are also discussed, and cost projection techniques are introduced and illustrated. A related document is EA 003 523. (Author/EA)

ED 052 512 EA 003 527
Estimates of School Statistics, 1970-71.
National Education Association, Washington, D.C.
Report No—RR-1970-R15
Pub Date 70
Note—40p.
Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 435-25462, $1.50, quantity discounts)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Average Daily Attendance, Average Daily Enrollment, Boards of Education, *Educational Finance, Elementary Schools, Expenditures, High School Graduates, *Income, *Instructional Staff, Population Distribution, Public School Systems, School Districts, *School Statistics, School Superintendents, Secondary Schools, Student Enrollment, *Students, Teacher Salaries
This report is the 29th in the series of annual estimates of public school statistics. It includes estimates of the administrative organization, pupils, high school graduates, professional staff and salaries, and revenues and expenditures. The text presents national data for each of the past 10 years and defines the basic series of statistics. The tables present the revised estimates by State and region for 1969-70 and the preliminary estimates for 1970-71. (Author)

ED 052 513 80 EA 003 536
Stollar, Dewey H. Boardman, Gerald
Personal Income by School Districts in the United States. A Directory.
National Educational Finance Project, Gainsville, Fla.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—902p.
EDRS Price MF-$0.65 HC-$32.90
Descriptors—Directories, *Educational Finance, Elementary Schools, *Enrollment, Income, *National Surveys, School District Spending, Secondary Schools, *Statistical Data, Statistical Surveys, Taxes, *Tax Rates
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Personal Income, United States
The main body of this directory lists for each district, in alphabetical order by county and State, the following information: name of unit; pupils; teachers; tax returns by high, middle, and low income; adjusted gross incomes per pupil and per teacher; and total income tax per pupil and per teacher. Summary totals by county and State are also included. Funds for this research were provided by an ESEA Title V grant. Related documents are EA 003 537, EA 003 538, and ED 036 007. (Author/RA)

ED 052 514 80 EA 003 537
Johns, Roe L., Ed. And Others
Economic Factors Affecting the Financing of Education. National Educational Finance Project, Volume 2.
National Educational Finance Project, Gainsville, Fla.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—380p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Economic Factors, Educational Demand, *Educational Economics, *Educational Finance, Education Vouchers, Expenditures, Federal Aid, *Financial Policy, *Financial Services, Financial Support, Management, Poverty Programs, Programing, Public Policy, Social Factors, State Aid, Systems Analysis, Tax Support
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V
Eleven articles on various aspects of educational finance comprise this document, volume two of the NEFP series. Volume one of this series deals with educational needs, volume three with educational planning and finance, and volume four with the impact of educational finance programs. In general, the material in this volume treats education as a product--subject to the constraints of supply and demand. Each article explores a factor or sets of factors considered influential in determining the nature and types of future educational services. Discussed are (1) the relative roles of public and private financial support, (2) the influence of the economy on education, (3) the influence of the social milieu on education, (4) the investment nature of education, (5) the limits of taxation financing, and (6) the impact of educational objectives on educational development. Related documents are ED 036 007, EA 003 536, EA003 538, and EA 003 673. Funds for this research were provided by an ESEA Title V grant. (RA)

ED 052 515 80 EA 003 538
Johns, Roe L., Ed. And Others
Planning To Finance Education. National Educational Finance Project, Volume 3.
National Educational Finance Project, Gainsville, Fla.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—463p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Adult Education, Community Colleges, Culturally Disadvantaged, Educational Facilities, *Educational Finance, *Educational Planning, Elementary Education, Exceptional Child Education, *Financial Problems, *Financial Support, Fiscal Capacity, Food Service, Preschool Education, *Program Budgeting, Rezoning, Secondary Education, Student Transportation, Vocational Education
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V
Eleven articles on various aspects of financial planning for educational services comprise this document, volume three of the NEFP series. Volume one of this series deals with educational needs, volume two with economic factors and education, and volume four with the impact of educational financing programs. The material in this volume describes financing programs and discusses problems in financial planning for public instruction programs from preschool through community college and adult education, including programs for exceptional children, the culturally deprived, and vocational education. Additional discussions on planning school facilities finance, food service costs, and student transportation, as well as on fiscal capacity and district reorganization are provided. Related documents are EA 003 536, EA 003 539-543, PS 004 503, ED 043 697, ED 047 230, ED 045 068, ED 043 968, ED 046 071-072, EA 003 537, ED 036 007, and EA 003 673. Funding for this research was provided by an ESEA Title V grant. (RA)

ED 052 516 80 EA 003 539
Rossmiller, Richard A. And Others
Educational Programs for Exceptional Children: Resource Configurations and Costs. National Educational Finance Project Special Study No. 2.
National Educational Finance Project, Gainsville, Fla.; Wisconsin Univ., Madison. Dept. of Educational Administration.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—319p.;Complete version of Chapter 2 in EA 003 538 See above
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Costs, Data Analysis, *Educational Finance, Educational Objectives, *Educational Planning, Educational Programs, *Exceptional Child Education, Exceptional Child Research, Exceptional Child Services, Handicapped Students, *Program Costs, Program Descriptions, Research Design, Resources, *Special Education, State Programs
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V
The major objectives of this NEFP satellite study were to identify the configuration of human and material resources in high quality educational programs for exceptional children, to ascertain the cost differentials associated with these programs, and to project to 1980 the costs involved in educating all exceptional children who could benefit from special education programs. Fiscal and program data were obtained from 27 school districts in five States having high quality educational programs for exceptional children, and from cost indexes calculated for various program categories. Related documents are EA 003 538 and EA 003 540-543. Funds for this research were provided by an ESEA Title V grant. (Author/RA)

ED 052 517 80 EA 003 540
Lindman, Erick L.
Financing Vocational Education in the Public Schools. National Educational Finance Project Special Study No. 4.
California Univ., Los Angeles. Graduate School of Education; National Educational Finance Project, Gainsville, Fla.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—240p.;Complete version of Chapter 4 in EA 003 538 See Above
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Accounting, Costs, *Educational Finance, Educational Objectives, *Educational Planning, Educational Programs, Enrollment Projections, Federal Aid, Federal Legislation, *Program Costs, State Programs, State Surveys, Statistical Analysis, *Trade and Industrial Education, *Vocational Education
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V
The primary objectives of this NEFP satellite study on vocational education were to assess the need for vocational education, to develop a program accounting system, to project the cost of vocational education in 1980, and to describe the allocation of Federal vocational education funds. A method for projecting costs of vocational education was developed from observation of vocational education programs in 15 States and from statistical information provided by the USOE. Related documents are EA 003 538, EA 003 539, EA 003 541, EA 003 542, and EA 003 543. Funds for this research were provided by an ESEA Title V grant. (Pages 136 and 137 may reproduce poorly because of marginal legibility.) (Author/RA)

ED 052 518 80 EA 003 541
Garvue, Robert J.
The National School Food Service and Nutrition Education Finance Project.
National Educational Finance Project, Gainsville, Fla.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—52p.; Chapter 8 of EA 003 538 See above
Available from—Not separately. Only as part of complete publication: Planning To Finance Education, Vol. 3, EA 003 538 (EDRS, MF$0.65; HC$16.45)
Document Not Available from EDRS.
Descriptors—Breakfast Programs, Costs, *Educational Finance, Educational Needs, Educational Objectives, *Educational Planning, Educational Research, Federal Aid, *Food Service, *Food Service Industry, Food Service Occupations, Lunch Programs, Nutrition, Nutrition Instruction, *Program Costs, Schools, State Aid
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V
The objectives of this NEFP satellite study were to project the total school food service and nutrition education needs to 1980, and to develop alternative fiscal models to meet these needs. Data from questionnaires mailed to all States revealed that numerous deficiencies exist in food service programs and nutrition education. This situation is apparently related to the lack of wide acceptance and support of national and State goals for child nutrition programs. The projected student enrollment for 1980 is 53 million with lunch costs estimated at 6 billion dollars. Related documents are EA 003 538, EA 003 539, EA 003 540, EA 003 542, and EA 003 543. Funds for this research were provided by an ESEA Title V grant. (RA)

ED 052 519 80 EA 003 542
Stollar, Dewey H.
Pupil Transportation.

National Educational Finance Project, Gainsville, Fla.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—32p.; Chapter 9 of EA 003 538 See above
Available from—Not separately. Only as part of complete publication: Planning To Finance Education, Vol. 3, EA 003 538 (EDRS, MF $0.65; HC $16.45.)
Document Not Available from EDRS.
Descriptors—*Bus Transportation, *Educational Finance, Educational Needs, *Educational Planning, Educational Research, Legal Responsibility, *Program Costs, School Demography, State Aid, State Surveys, *Student Transportation, Transportation
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V
The purpose of this NEFP satellite study is to provide an overview of pupil transportation. The first phase of the study discusses the early legal and financial bases for student transportation, the second the current status of student transportation, and the third the future status of student transportation needs and financing for 1980. Alternative models for financing student transportation are also delineated. Related documents are EA 003 538-541, and EA 003 543. Funds for this research were provided by an ESEA Title V grant. (Author/RA)

ED 052 520 80 EA 003 543
Rossmiller, Richard A. And Others
Fiscal Capacity and Educational Finance: Variations Among States, School Districts and Municipalities. National Educational Finance Project Special Study Number 10.
National Educational Finance Project, Gainsville, Fla.; Wisconsin Univ., Madison. Dept. of Educational Administration.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 70
Note—286p.;Complete version of Chapter 10 in EA 003 538 See above
EDRS Price MF-$0.65 HC-$9.87
Descriptors—County School Systems, Data Analysis, Demography, Economic Factors, *Educational Economics, *Educational Finance, *Educational Planning, Expenditures, *Financial Support, *Fiscal Capacity, Income, Municipalities, Research Design, School Districts, State Surveys
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V
The major objectives of this NEFP satellite study were to identify in the fiscal capacities of school districts serving areas of varying economic and demographic characteristics and to assess the effect on the fiscal capacity of school districts and municipalities when all expenditures for public services by local government units are considered. Seven categories of school districts were defined according to the type of area served by the district. Factor analysis revealed that revenue from State sources was the most important contributor to variation among the categories and that expenditures for education and fire protection were the variables that contributed most frequently to significant differences among categories. Related documents are EA 003 538-542. Funds for this research were provided by an ESEA Title V grant. (Author/RA)

ED 052 521 EA 003 585
Dror, Yehezkel
Policy Sciences: Developments and Implications.
Report No—P-4321
Pub Date Mar 70
Note—28p.; Paper prepared for American Geographical Society and American Division of World Academy of Art and Science International Joint Conference (New York City, April 27-May 2, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Citizen Participation, Decision Making, *Management Systems, Models, *Planning, *Policy, *Policy Formation, Problem Solving, Public Policy, Speeches, *Systems Analysis
In contrast to science and technology, public policymaking systems lack knowledge about the design and operation of overall social control. Policy sciences contribute to the understanding and improvement of large-scale control systems, especially in their attempt to give rationality to policymaking and decisionmaking activities. The most important implication of policy sciences is that they provide man with the ability to direct and control his future. (RA)

ED 052 522 EA 003 586
Dror, Yehezkel
Some Normative Implications of a Systems View of Policymaking.
Report No—P-3991-1
Pub Date Feb 69
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Decision Making, *Management Systems, *Policy, *Policy Formation, Political Science, Public Policy, *Social Sciences, *Systems Analysis, Systems Concepts
Public policymaking institutions and their operations should be viewed as complex systems, to be analyzed and improved with the help of basic general systems theory ideas and concepts. Possibilities of and needs for changes in the policymaking system can be illustrated by eleven improvement proposals: explicit strategy decisions, explicit learning feedback, better consideration of the future, much analysis, encouragement of creativity and inventions, improvement of one-person-centered decisionmaking, development of policy professionals, development of politicians, establishment of policy sciences as an academic discipline, radical changes in school teaching of civic and current affairs subjects, and explicit and systematic metapolicymaking. (Author)

ED 052 523 EA 003 587
Hall, John W.
A Comparison of Halpin & Croft's Organizational Climates and Likert & Likert's Organizational Systems.
Pub Date Nov 70
Note—24p.; Paper presented at Northeast Educational Research Association Annual Convention (November 14-17, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bureaucracy, Correlation, Educational Administration, Educational Research, Elementary Schools, Informal Organization, Models, *Organization, *Organizational Change, *Organizational Climate, *Statistical Analysis, Surveys
Identifiers—*Organizational Systems
The purpose of this study was to determine if Halpin and Croft's organizational climates as identified by the Organizational Climate Description Questionnaire were congruent with Likert and Likert's organizational systems as measured by the Profile of a School Instrument. Both instruments were administered to all teachers in 23 elementary schools. Statistical analysis revealed a positive significant relationship between the two models of organization type. Attempts to create a classification system for organizations were supported by the finding that organizational structures differ on certain dimensions. (RA)

ED 052 524 EA 003 589
Haggart, S. A.
The Program Structuring Aspect of PPB for Education.
Report No—P-4456
Pub Date Feb 71
Note—14p.; Paper presented at American Educational Research Association Annual Meeting (55th, New York, New York, February 4-7, 1971)
Available from—Reports Department, The Rand Corporation, 1700 Main, Santa Monica, California 95001 (#P-4456, $1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Decision Making, Educational Administration, *Educational Objectives, Educational Planning, Management, *Management Systems, Planning, *Program Budgeting, *Program Design, *Program Development, Program Planning, Programs, Resource Allocations, Systems Analysis
A program structure relates objectives and activities by identifying and measuring objectives (including all activities) and by allowing for growth. The process of program structuring categorizes the activities of education into programs according to their contribution to meeting education objectives and provides a format for the program budget. This planning achieves better educational results by using resources more effectively. (Author/RA)

ED 052 525 EA 003 592
Bruno, James E.
A Proposed Scheme for Federal Support for Education.
Report No—P-4038
Pub Date Feb 69
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, Equalization Aid, *Federal Aid, *Mathematical Models, Models, Resource Allocations, Simulation, *State Aid, *State Federal Support
This paper reports a preliminary study on the development of a linear-programing- type model to stimulate a constrained Federal program of educational support to the States. This model determines the distribution of fixed amount funds according to some measure of effectiveness. Federal involvement so far has been in the form of Federal aid that is temporary, specific, and often used for remedial purposes or appropriated for emergency situations. A Federal support program, on the other hand, underwrites a Federal Government share in State and local financing. It is directed to general school operation, attacks fundamental problems of broad financial needs, and involves longrange commitment on the part of the Federal Government. The model proposed herein could be helpful in making this transition from Federal aid to Federal support. (Author/JF)

ED 052 526 EA 003 593
Bruno, James E.
A Linear Programming Approach to Position-Salary Evaluation in School Personnel Administration.
Report No—P-4039
Pub Date Feb 69
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Administration, *Evaluation, *Linear Programing, Management, *Management Systems, *Mathematical Models, Organization, Personnel Evaluation, Personnel Management, Resource Allocations, *Salaries, Salary Differentials, School Personnel, Systems Analysis, Teacher Salaries
The linear programing approach to position-salary evaluation of school district personnel allows the district to calculate a system of relative weights that establish the relationship of one position to another in quantitative terms. The model provides an internally consistent, effective assessment of an individual's relative worth to the school district in terms of salary. Linear programing models provide fairly sophisticated methods for efficient allocations of resources consistent with the objectives and constraints of the school district. A related document is EA 003 594. (Author/RA)

ED 052 527 EA 003 594
Bruno, James E.
Salary Schemes for Educational Personnel Which Reflect School-District Priorities.
Report No—P-4043
Pub Date Feb 69
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Administration, Educational Needs, Educational Objectives, *Linear Programing, Management, *Management Systems, *Mathematical Models, Personnel Evaluation, Personnel Management, Resource Allocations, *Salaries, Salary Differentials, School Personnel, Teacher Salaries
This paper presents a proposed analytical method, based on linear programing techniques that can be used by school districts for salary evaluation of professional personnel. Linear programing techniques allow for school district objectives and constraints and provide an internally consistent, effective assessment of an employee's relative worth to the school district in terms of salary. A similar document is EA 003 593. (Author/RA)

ED 052 528 EA 003 595
Haggart, S. A. Carpenter, M. B.
Program Budgeting as an Analytical Tool for School District Planning.
Report No—P-4031
Pub Date Feb 69
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Budgeting, Cost Effectiveness, *Decision Making, Educational Administration,

Educational Objectives, Educational Planning, *Management Systems, Planning, *Program Budgeting, Programing, *Resource Allocations, School Districts, Systems Analysis, *Systems Analysts

A fully developed planning, programing, and budgeting system comprises more than the program budget and its financial information; it is a system of analysis intended to assist the decision-maker in choosing among alternative courses of action for the school district programs. Its most salient feature is its usefulness as a general analytical tool for educational planning. (Author/RA)

ED 052 529 EA 003 596

Carpenter, M. B. Haggart, S. A.

Analysis of Educational Programs Within a Program Budgeting System.

Report No—P-4195

Pub Date Sep 69

Note—39p.; Paper presented at American Association of School Administrators/National Academy for School Executives Academy Clinic (August 14, 1969)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Budgeting, *Cost Effectiveness, Decision Making, Educational Administration, Educational Objectives, Educational Planning, Educational Programs, Evaluation, *Management Systems, Planning, *Problem Solving, *Program Budgeting, Programing, *Systems Analysis

Identifiers—San Jose Unified School District

Evaluating alternatives provides both the reason for and the technique of program budgeting for educational planning. The activities demanded by the program budgeting system allow systematic choosing of a preferred course of action. Within this system, alternatives are considered in the context of all other programs. This document presents concepts, techniques, and problems involved in educational program analysis. Data from a developmental program in the San Jose Unified School District are presented as a basis for the discussion. (Author/RA)

ED 052 530 EA 003 599

Rapp, M. L. And Others

Some Considerations in the Experimental Design and Evaluation of Educational Innovations.

Report No—P-4360

Pub Date Apr 70

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cost Effectiveness, Criteria, *Decision Making, *Educational Innovation, *Evaluation, *Experiments, Input Output Analysis, Models, *Program Design, Program Development, Student Characteristics

Identifiers—Program Selection Criteria

The parameters of an evaluation design determine the use to which the evaluation is to be put, the ultimate user of the results, and the capabilities of the school information system. Evaluation supports decisionmaking in program adoption and program improvement, as well as research for a better understanding of the educative process. An experimental design should, therefore, be structured to accommodate all data requirements for the evaluations. Planning for future implementation should be concurrent with the planning for innovative programs. (Author)

ED 052 531 EA 003 601

Nickerson, Kermit S.

Extended Educational Opportunities and the Extended School Year. (Revised)

Pub Date 1 Jun 71

Note—23p.; Paper presented at Maine Secondary and Post-Secondary Schools Annual Educational Conference (19th, March 21, 1970)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Involvement, *Educational History, Educational Opportunities, *Educational Research, *Extended School Year, *Facility Utilization Research, Quarter System, Speeches, *Summer Programs, Tax Support

Identifiers—Staggered Attendance

Past experiments in lengthening the school year have produced mixed results, with savings being realized only over a long period of time. However, increased tax pressure, school overcrowding, and the need for additional educational programs contribute pressures for change. Extended educational opportunity through better utilization of facilities in a lengthened school year can help relieve the strain on both budgets and overcrowded classrooms. Extended school year plans are grouped into staggered attendance programs, summer programs, and extended year plans. When both factors of quality and quantity are considered, an extended school year of continuous study for all pupils seems to offer the greatest promise. Staff and community involvement, support, and preparation are essential to the success of any change. (Author)

ED 052 532 EA 003 605

Simon, Kenneth A. Fullam, Marie G.

Projections of Educational Statistics to 1977-78. (1968 Edition)

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—OE-10030-68

Pub Date 69

Note—147p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—College Graduates, Degrees (Titles), *Elementary Schools, *Enrollment Projections, Enrollment Trends, Expenditures, *Higher Education, High School Graduates, *School Statistics, *Secondary Schools, Student Costs, Teachers

Based on the assumption that enrollment rates through 1977-78 will continue the trend from 1957-58 to 1967-68, projections are determined for several key educational statistics, including enrollment for all levels from kindergarten through graduate study, number of high school graduates and college degrees, number of teachers and other professional staff, expenditures of educational institutions, and basic student charges for institutions of higher education. (RA)

ED 052 533 EA 003 609

Sabine, Gordon A.

How Students Rate Their Schools and Teachers.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 71

Note—81p.

Available from—National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington, D. C. 20036 ($2.00, quantity discounts)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—College Bound Students, Questionnaires, Secondary School Students, *Secondary School Teachers, Self Evaluation, *Student Opinion, *Student School Relationship, *Student Teacher Relationship, Teacher Behavior, *Teacher Characteristics

Identifiers—ACT, American College Testing Program

This document incorporates questionnaire results of a national study sample drawn from the million high school juniors and seniors who had taken the ACT battery during 1969-70. Students responded to more than 100 multiple-choice items and to one open-end question each on student protest, parents, and schools and teachers. This volume records excerpts from responses to the schools and teachers question by 1,603 students. Twenty self-rating questions for teachers, based on characteristics reported by students as those most needed by teachers and those most admired by students, conclude the publication. (Author)

ED 052 534 EA 003 610

McIntyre, Kenneth E., Ed.

The Principalship in the 1970's. Bureau of Laboratory Schools Monograph No. 23.

Texas Univ., Austin.

Pub Date 71

Note—108p.

Available from—The University of Texas Press, 120 West 20th Street, Austin, Texas 78712 ($4.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Administrator Qualifications, *Administrator Role, Collective Negotiation, Decision Making Skills, *Educational Administration, *Educational Change, Instructional Technology, *Principals, Role Playing, Symposia, Teacher Role

Identifiers—Administrator Education, Career Development, Project PLAN

This document contains a collection of papers presented at the University Council for Educational Administration Career Development Seminar. The papers included are: L. D. Haskew, "The Individual School in the 1975 Educational System"; Edwin M. Bridges, "Personal Success as a Determinant of Principals' Managerial Style"; Conrad Briner, "Viewing the School Principalship"; Luvern L. Cunningham, "Educational Reform and the Principal" and "Alternatives to the Principalship"; Michael P. Thomas, Jr., "Students and the Shaping of the Principalship"; Cecil Mansfield, "A Report on a Principal's Experience in Project PLAN"; and Kenneth E. McIntyre, "What Kind of Person (if any) Is Needed?" (JF)

ED 052 535 EA 003 611

Saylor, J. Galen, Ed. Smith, Joshua L., Ed.

Removing Barriers to Humaneness in the High School.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 71

Note—101p.

Available from—Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock Number: 611-17848, $2.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Affective Objectives, College Admission, College Entrance Examinations, *Curriculum Design, *High Schools, *Human Dignity, Humanities, *Relevance (Education), Student Teacher Relationship, Technological Advancement, Values

Identifiers—*Educational Humaneness, Educational Humanization

The 1970 ASCD conference identified some of the major barriers to implementation of humaneness in contemporary secondary schools. In part I of this conference report, "The Barriers--and the Way Out," the following papers are presented: James B. Macdonald, "A Vision of a Humane School"; Douglas D. Dillenbeck, "External Management as a Barrier to Humanizing Secondary Schools"; Arthur W. Combs, "Can Education Be Relevant?"; James J. Foley, "Teaching and Learning in the Affective Domain"; Joyce Whiting, "A Teacher's View"; and Fred T. Wilhelms, "Design of the Curriculum." In part II, "Identification and Assessment of the Barriers: Reports from the Study Groups," papers are presented by: Sister Mary Eileen Scully, "Barriers Arising from External Factors"; Frank Schneider, "Teacher-Pupil Relationships in the Humane School"; and Mary Patricia Ryan, "Design of the Curriculum as a Barrier to Humanizing Secondary Schools." A related document is ED 040 493. (Author)

ED 052 536 EA 003 615

Purdom, Daniel M.

Exploring the Nongraded School. An IDEA Monograph.

Institute for Development of Educational Activities, Dayton, Ohio.

Pub Date 70

Note—41p.

Available from—I/D/E/A, Mail Orders, P.O. Box 628, Far Hills Branch, Dayton, Ohio 45419 ($1.50)

Document Not Available from EDRS.

Descriptors—Decision Making, Evaluation Methods, *Individual Differences, *Individual Power, Instructional Materials Centers, *Models, *Nongraded System, Peer Groups, Self Evaluation

This monograph explores and develops the concept of nongraded schools and establishes a more precise definition for this concept. The first part of the monograph reveals the degrees to which nongrading has been bent and collapsed to accommodate grading, and interprets the values and data supporting the rationale presented for nongrading. The second section spells out a conceptual model that uses the background material provided in the first section. The concluding section addresses the problem of implementing the model by describing the engineering tasks required to implement each component of the model. (Author/MLF)

ED 052 537 EA 003 616

Myers, Donald A.

Decision Making in Curriculum & Instruction. An IDEA Monograph.

Institute for Development of Educational Activities, Dayton, Ohio.

Pub Date 70

Note—54p.
Available from—I/D/E/A, Mail Orders, P.O. Box 628, Far Hills Branch, Dayton, Ohio 45419 ($1.50)
Document Not Available from EDRS.
Descriptors—*Boards of Education, Bureaucracy, Curriculum Development, *Decision Making, Instruction, Models, *Principals, Role Conflict, *School Superintendents, Social Values, Teacher Education, *Teachers, Theories
This monograph aims at assuring greater rationality in decisionmaking processes involving boards of education, school superintendents, principals, and teachers. The discussion begins with an analysis of the present confusion regarding who makes curriculum and instruction decisions. A theoretical framework, consistent with some of the established theories concerning formal organizations, curriculum, and decisionmaking, is then proposed to form a model that can be challenged, examined, and modified. This conceptual scheme guides the practical business of making curricular decisions in school systems, schools, and classrooms. (Author/MLF)

ED 052 538 EA 003 617
Maetozo, Matthew G., Ed.
Certification of High School Coaches.
American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 71
Note—38p.
Available from—American Association of Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Athletic Coaches, *Certification, *Legal Responsibility, Physical Education, Professional Training, School Safety, *Secondary Grades, *Standards
Approximately one-fourth of all head coaches of junior and senior high school teams have had no professional preparation for such responsibility. Professional groups are urging certification or endorsement requirements beyond present requisites for teaching certification. This publication presents eight professional viewpoints on various aspects of coach certification. Described is a program developed by the AAHPER division of men's athletics that aims at ensuring the health and safety of the athlete through the establishment of minimum coaching certification standards. (Author/MLF)

ED 052 539 EA 003 624
Innovations in the Elementary School. The Report of a National Seminar. An IDEA Occasional Paper.
Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 71
Note—32p.
Available from—I/D/E/A, Mail Orders, P.O. Box 628, Dayton, Ohio 45419 ($1.00, quantity discounts)
Document Not Available from EDRS.
Descriptors—*Continuous Progress Plan, *Curriculum Development, *Elementary Schools, Individualized Instruction, Integrated Activities, *Integrated Curriculum, Mathematics, Nongraded Primary System, Open Plan Schools, Problem Solving, Psycholinguistics, Seminars, Social Change, *Student Centered Curriculum, Team Teaching, Thought Processes
Identifiers—Inquiry Environment
At this seminar, educational practitioners and researchers affirmed that school curricula must be redesigned to teach the student to reason, explore, and discover for himself. The seminar participants discussed innovations currently available and the steps that should be taken by elementary schools to supplant the teaching of facts with instruction in problem solving skills. Several participants presented position statements on emerging practices in education that bode well for the educational advancement of young learners. These statements and subsequent discussions are summarized under topics having particular implications for student-centered schooling in the coming years. (Author)

ED 052 540 EA 003 625
Year-Round School. Revised Edition.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Administrative Leadership Services.
Pub Date Feb 71
Note—81p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, Administrator Attitudes, *Educational Innovation, Educational Legislation, *Extended School Year, *Facility Utilization Research, Flexible Schedules, School Districts, School Surveys, State Departments of Education, *Year Round Schools
Pennsylvania has adopted legislation allowing the development and operation of extended and flexible school year patterns. This publication enables school district representatives to study these various patterns and to design extended school year programs organized to make optimum use of facilities and staff and student time. The educational advantages, possible problems, procedures, and activities necessary to make the year-round school operative are discussed. The appendix contains forms for administrator, teacher, student, community, and business attitude surveys suggested as guides for local school districts interested in the year-round school concept. (Author/MLF)

ED 052 541 EA 003 626
A Compendium of Team Teaching in the Dundee School, Greenwich, Connecticut, 1958-66.
Greenwich Public Schools, Conn.
Pub Date 65
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Innovation, Elementary Schools, *Evaluation, Grouping (Instructional Purposes), *Horizontal Organization, Individualized Instruction, School Design, School Organization, Student Teacher Relationship, Task Analysis, Teacher Education, Teaching Techniques, *Team Leader (Teaching), *Team Teaching
Identifiers—*Dundee School, Greenwich (Connecticut)
This publication focuses on school and classroom organization for team teaching and provides insights into the solutions of accompanying problems such as clarifying roles, overcoming scheduling difficulties, avoiding rigidity in daily programing, and dealing with communication problems. The booklet also includes a field-oriented description of team teaching, analyzes the procedural components of the program, describes staff roles, and comments on the future of the school's organization. A condensed version of an evaluation of the plan by Columbia University staff members is included. (Photographs may reproduce poorly.) (Author/MLF)

ED 052 542 EA 003 628
Whisman, Robert W.
History and Current Status of School Bus Driver Education in Ohio and the United States.
Ohio State Univ., Columbus.
Pub Date 71
Note—73p.; A master of arts thesis
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Accident Prevention, *Driver Education, Educational Finance, Employment Practices, Literature Reviews, Masters Theses, Questionnaires, *Safety, *School Buses, School Districts, *Student Transportation
Identifiers—Ohio, Student Safety
The key position in any student transportation system is that of school bus driver. The driver's responsibilities are such that a specific program of school bus driver education becomes a necessity. A review of the literature reveals that no studies pertaining to school bus driver education have been made. This thesis documents the history and training of school bus drivers and the extent to which drivers are currently being prepared. The results are intended to provide ideas for the Ohio program and to keep State departments of education informed. (Page 50 and the summary table on page 56 may reproduce poorly.) (Author/MLF)

ED 052 543 EA 003 629
The Flexibly Scheduled School of 1980. A Report of the National Seminar on Modular Flexible Scheduling. An IDEA Occasional Paper.
Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date Oct 70
Note—14p.
Available from—I/D/E/A, Mail Orders, P.O. Box 628, Dayton, Ohio 45419 ($1.00, quantity discounts)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, Differentiated Staffs, Educational Facilities, Educational Innovation, *Flexible Scheduling, Independent Study, Principals, *Schedule Modules, *School Organization, *Seminars, Student Teacher Relationship, Team Teaching
This seminar was a thinking, writing, idea-generating conference ("think-tank") aimed at producing ideas that would be helpful to principals presently implementing a flexible modular schedule and to those contemplating such scheduling for the near future. Participants agreed that flexible scheduling cannot be considered seriously except in combination with other closely related innovations as it is only one item within a cluster of interdependent, interrelated innovative practices. (Author/MLF)

ED 052 544 24 EA 003 631
Jennings, Robert E. Milstein, Mike M.
Educational Policy Making in New York State With Emphasis on the Role of the State Legislature. Final Report
State Univ. of New York, Buffalo.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-9-B-030
Pub Date Dec 70
Grant—OEG-2-9-420030-1022(010)
Note—300p
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Decision Making, *Educational Policy, Organizations (Groups), *Policy Formation, Resource Allocations, Role Perception, State Aid, State Departments of Education, *State Government, *State Legislation, State Officials, State Surveys
Identifiers—*New York State
This research, designed to analyze the process of educational policymaking in York State, focused on the role of the formal governmental structure, especially that of the State Legislature. A comparison between interest group leaders' and State legislators' perceptions of the legislature's role revealed some significant differences. Interest group leaders viewed both the governor's office and the legislative leadership as highly centralized with much control over educational policymaking. Legislators saw decisionmaking power as more diffused, and viewed interest group efforts to influence the upper echelon of discisionmakers as relatively ineffective. (RA)

ED 052 545 24 EA 003 642
Lowe, William T. And Others
Strategies for Metropolitan Cooperation in Education. Final Report.
Rochester Univ., N.Y.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-9-B-129
Grant—OEG-2-700010(508)
Note—212p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—City Government, Cost Effectiveness, Economic Factors, *Educational Equality, Educational Finance, Educational Opportunities, Educational Problems, *Educational Quality, Higher Education, *Metropolitan Areas, Models, Population Trends, Public Schools, *Regional Cooperation, *Regional Planning, Social Factors, State Government
Identifiers—Educational Regionalization, Educational Regions, Population Implosion
This study is one part of a larger effort to examine the rapidly increasing phenomenon of regionalism in public education. It provides several perspectives on the educational problems of cities, offers some suggestions for improvement that are being tried in two metropolitan regions, and describes some of the talents, resources, organizational patterns, facilities, and commitments being employed. The case study technique was used to examine and analyze two medium-sized areas (Hartford, Connecticut, and Nashville-Davidson County, Tennessee) to learn from these metropolitan regions about providing high quality education equitably and economically. After analyzing data gathered from over 50 indepth interviews with community and educational leaders, 200 questionnaires, local newspaper stories, and all available reports and documents, researchers concluded that (1) although Nashville and Hartford are using different means, they are both making meaningful progress toward an equitable,

efficient, and economical metropolitan effort in education; and (2) for many communities the voluntary or Hartford model provides the best promise. An extensive bibliography sectioned according to general, Nashville, and Hartford references is included. (Author/EA)

ED 052 546 EA 003 643
Sietsema, John P. And Others
Education Directory: Public School Systems, 1970-71.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—OE-20005-71
Pub Date 71
Note—302p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE 5.220:20005-71, $2.25)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Directories, Elementary Schools, Instructional Program Divisions, *Public School Systems, *School Districts, School Size, *School Statistics, *School Superintendents, Secondary Schools, Student Enrollment, Surveys, Tables (Data)
This annual directory lists all local agencies providing free public elementary and secondary education in the United States and its outlying areas. The listing includes all systems regardless of size, as well as nonoperating public school districts. The main body of the directory lists, in alphabetical order by State, the local public school systems, providing the following information for each system: name of unit, superintendent's location, ZIP code, county name, grade span, and enrollment. Also included are (1) summary tables showing the number of local public school systems and their distribution by size, grade span, and State; and (2) a listing of the names of the superintendents of the operating public school systems with 10,000 or more pupils. Related documents are ED 039 638, ED 027 631, and ED 023 168. (Author)

ED 052 547 EA 003 655
MacKinnon, Frank
The Politics of Education. A Study of the Political Administration of the Public Schools.
Pub Date 60
Note—187p.
Available from—University of Toronto Press, Toronto 181, Ontario (Canada), or 33 East Tupper Street, Buffalo, New York 14203 (Order No 6004-8,$2.95)
Document Not Available from EDRS.
Descriptors—Academic Freedom, *Administrative Organization, Curriculum Design, Educational Administration, *Political Influences, Political Power, *Politics, *Power Structure, Public Schools, State Boards of Education, State Curriculum Guides, State Departments of Education, *State School District Relationship, Teacher Administrator Relationship, Teacher Associations, Teacher Certification, Teacher Education, Teacher Participation
This book examines the nature and extent of State, Federal, and local control over education and describes the impact of such a power structure on the schools and the teaching profession. The main thesis argues that public enterprise is both desirable and necessary in education, but, as in other State activities, should be just public enough to remain enterprise. The author proposes a public school trust that would give teachers and their professional organizations stronger decisionmaking powers. Under such a system, the teaching profession would control licensing of teachers and actively participate in their training, boards of trustees would appoint teachers on advice from their staffs, and school faculty councils and teachers wo be in charge of curriculum design and its instructional implementation. Related documents are ED 048 626 and EA 003 566. (Author/JF)

ED 052 548 80 EA 003 673
Johns, Roe L., Ed. And Others
Status and Impact of Educational Finance Programs. National Educational Finance Project, Volume 4.
National Educational Finance Project, Gainsville, Fla.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—342p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Educational Economics, *Educational Finance, *Equalization Aid, Federal Aid, Federal Legislation, Financial Policy, *Financial Support, Fiscal Capacity, Income, School Demography, State Aid, *State Federal Support
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V-
Ten articles on various aspects of educational finance programs comprise this document, volume four of the NEFP series. Volume one of this series deals with educational needs, volume two with economic factors in educational finance, and volume three with educational planning and finance. The material in this volume provides valuable information on the status of educational financing and the impact of both State and Federal school finance programs on the equalization of educational opportunity. The first six chapters focus on methods, purposes, and equalization of State school finance programs in all 50 States and the last four chapters describe and assess the equalization impact of Federal aid programs on elementary and secondary education. Related documents are ED 036 007 and EA 003 536-538. Funds for this research were provided by an ESEA Title V grant. (Author/RA)

ED 052 549 EA 003 674
Morishima, James K., Ed.
An Annotated Bibliography of Institutional Research, 1969-1970.
Association for Institutional Research.
Pub Date 70
Note—68p.
Available from—Office of Institutional Research, Claremont University Center, Claremont, California 91711 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, *Annotated Bibliographies, *Bibliographies, Faculty, *Higher Education, *Institutional Research, Planning, Research, Students
This annotated bibliography of institutional research is divided into the following sections: (1) Goals and Long-Range Planning; (2) Administration and Faculty; (3) Curriculum and Instruction; (4) Space Utilization and Scheduling; (5) Student Characteristics; (6) Recruitment and Admissions; (7) Prediction and Academic Performance; (8) Perception of the College Environment; (9) Retention, Attrition, and Transfer; and (10) Miscellaneous. An Author Index concludes this bibliography. (This document was previously announced as ED 046 349.) (AF)

EC

ED 052 550 EC 032 685
Special Education Early Childhood Project in Fort Worth Independent School District, Title VI, ESEA. Final Report.
Fort Worth Independent School District, Tex.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 71
Note—516p.
EDRS Price MF-$0.65 HC-$19.74
Descriptors—Demonstration Projects, Diagnostic Teaching, *Disadvantaged Youth, *Early Childhood Education, *Exceptional Child Research, *Intervention, *Learning Difficulties, Preschool Children, Regular Class Placement
Identifiers—Elementary Secondary Education Act Title VI, Texas
Described is the special education component of an early childhood education project for culturally disadvantaged preschool children. The component's purpose was to determine if children deviating from their peers could be educated as an integral part of the regular class. Children with an IQ under 80 were provided individual prescriptions in the regular classroom by a teacher assistant. Language development prescriptions were provided outside the classrooms for children with gross motor problems, learning disabilities, or immature speech. Instructional strategies and content in the areas of social and emotional development, motor development, language development, and parent education are detailed. Evaluation showed that the special education students had posttest mean scores only slightly below those of the other children and above those of day care and kindergarten comparison groups. Greatest gains were made by 3-year-olds. Most of the children entering with IQ's under 80 were able to enter regular first grade classes. It was concluded that individual and language development prescriptions were successful and that early childhood programs can accommodate children deviating from their peer norm in the same classroom. (See ED 046 174, EC 031 258 for project's interim report.) (KW)

ED 052 551 40 EC 032 686
A Follow-Up and Comparison of Graduates from Two Types of High School Programs for the Mentally Handicapped. Final Report.
Dearborn Public Schools, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-8680
Pub Date Oct 70
Grant—OEG-3-7-068680-0106
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educable Mentally Handicapped, *Educational Methods, *Exceptional Child Research, Follow Up Studies, Mentally Handicapped, Personal Adjustment, Program Evaluation, *Regular Class Placement, *Senior High Schools, Socioeconomic Status, Special Classes, Vocational Adjustment
Compared is the post high school adjustment of graduates of two types of special education programs for the educable mentally handicapped: a self-contained, vocationally oriented program separate from general education (School A) and a program integrated into the general high school, where job experience is concurrent with general education and courses are not specifically vocationally oriented (School B). Graduates of School B who have been out of school for varying lengths of time were also compared with each other. Interviewed were 41 School A and 41 School B graduates from the years 1964 and 1965, and 114 School B students who graduated between 1952 and 1963. Students were compared on social, vocational, and economic measures, such as job placement, tenure, income, community participation, and other factors. It was found that graduates of School B had a better school attendance record, held more full-time jobs, had higher occupational levels and salaries, were more likely to seek further education, were more prudent in money management, married later or remained single more often, had better homes, and participated more actively in community activities. (KW)

ED 052 552 EC 032 688
Barnard, James W.
Childhood Behavior Problems as They Relate to a Dynamic Model of Psycho-Social Development. Volume 2, Number 4.
University of South Florida, Tampa. Institute III: Exceptional Children and Adults.
Pub Date 71
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Problems, Child Psychology, *Developmental Psychology, *Emotionally Disturbed, *Personality Development, Psychoeducational Processes, Socialization
The paper relates the development of childhood behavior problems to a developmental theory of the acquisition of psycho-social skills in children. The influence of Eric Erikson (1950) on the ideas expressed is acknowledged. It is stated that each of the major types of behavior problems (withdrawal, impulsivity, dependence) results from a major disruption at a specific point in a child's psycho-social development, and that to understand the meaning of the behavior problems evidenced, it must be determined where the process of psycho-social development has broken down. Described in detail are the following three stages of development: the development of basic trust (birth to 18 months of age), the process of socialization (18 months to 4 years of age), and the development of independent (4 to 10 years of age). (KW)

ED 052 553 EC 032 689
Dailey, Rebecca And Others
Thesaurus for Special Education Instructional Materials.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jul 71
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classification, *Exceptional Child Education, Gifted, Handicapped Children, *Indexing, Information Retrieval, *Instructional Materials, *Subject Index Terms, *Thesauri, Vocabulary
Identifiers—Special Education Instructional Materials Centers
The thesaurus is intended as a preliminary standardization and clarification of terms used to index special education instructional materials throughout the Special Education Instructional Materials Centers/Regional Media Centers (IMC/RMC) Network. The majority of entries are approved descriptors appearing in the selected standard, the Thesaurus of ERIC Descriptors. Other entries are identified as terms which are not approved descriptors of the Educational Resources Information Center (ERIC) thesaurus but which represent concepts necessary to the indexing of instructional materials. Over 400 indexing terms are included. Related terms are cross referenced and selective usage notes are provided. (KW)

ED 052 554 EC 032 690
Dailey, Rebecca And Others
Thesaurus for Exceptional Child Education. Second Edition.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jul 71
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classification, *Exceptional Child Education, Gifted, Handicapped Children, *Indexing, Information Retrieval, *Subject Index Terms, *Thesauri, Vocabulary
Identifiers—Educational Resources Information Center, ERIC
Listed are terms relevant to the indexing of professional materials in the field of exceptional child education. Entries are approved descriptors appearing in the "Thesaurus of ERIC Descriptors" used by the Educational Resources Information Center (ERIC) Clearinghouses, and were selected on the basis of particular need to the Clearinghouse on Exceptional Children. For selected terms, additional information is provided in scope notes, which define the term, clarify specific usage, or indicate selected similar terms. (First edition of thesaurus entered as ED 042 320, EC 030 105.) (KW)

ED 052 555 EC 032 691
Berg, Frederick S., Ed. Fletcher, Samuel G., Ed.
The Hard of Hearing Child: Clinical and Educational Management.
Pub Date 70
Note—363p.
Available from—Grune and Stratton, Inc., 757 Third Avenue, New York, New York 10017 ($12.75)
Document Not Available from EDRS.
Descriptors—Audiology, *Aurally Handicapped, *Clinical Diagnosis, Communication Problems, Educational Methods, *Educational Planning, Language Development
The chapters by various specialists presenting information on the aurally handicapped child and his clinical and educational management are divided into three sections. The brief introductory section presents an overview of the work to follow, defines the hard of hearing child, describes his prevalence, and traces the locus of educational programs for him. The eight chapters of Part 2, Basic Considerations, cover the following topics as they relate to the hearing impaired: the hearing mechanism, levels of communication, acoustic phonetics, functional analysis of behavior, counseling, linguistics, language development, and the potential of current trends in public education for the hearing impaired. The final eight chapters concern specific planning for the hard of hearing child in both the clinical and educational realms: case history interviews, differential diagnosis, psychological examination, program planning, instructional media, educational audiology, auditory training, and reading. Theory and research are used to support points of view and suggestions. (KW)

ED 052 556 EC 032 692
Long, Nicholas J., Ed. And Others
Conflict in the Classroom: The Education of Children with Problems.
Pub Date 71
Note—587p.
Available from—Wadsworth Publishing Company, Inc., Belmont, California 94002
Document Not Available from EDRS.
Descriptors—*Behavior Problems, Class Management, Clinical Diagnosis, *Educational Methods, Educational Programs, *Emotionally Disturbed, *Emotional Problems, *Exceptional Child Education, Identification, Therapy
The collection of readings deals with teaching and managing both emotionally disturbed children and children who are in a state of emotional disturbance or conflict due to external factors. The readings in the first chapter, selected from fictional and non fictional literature and other sources, illustrate how it feels to be emotionally disturbed by describing what the disturbed child feels like from within. The chapter is divided into three parts: one pictures basic intrapsychic difficulties, the second shows aspects of society which breed disturbed behavior, and the third concerns drug use. Other chapters contain selections on identification and diagnosis of the disturbed child, kinds of help available (individual psychotherapy, therapies with different media, group therapy), kinds of schools and programs available, teaching strategies (the behavior modification, educational, behavioral science, and social competence models and, particularly, the psychoeducational model), mental hygienic management in the classroom, and evaluation of methods and treatment. Chapters are preceded by editors' introductions and individual articles are often followed by editorial comments. (KW)

ED 052 557 EC 032 693
Cleland, Charles Carr Swartz, Jon David
Mental Retardation: Approaches to Institutional Change.
Pub Date 69
Note—270p.
Available from—Grune and Stratton, Inc., 757 Third Avenue, New York, New York 10017 ($12.50)
Document Not Available from EDRS.
Descriptors—Administrative Change, Administrator Role, Change Agents, *Innovation, *Institutional Administration, *Institutional Personnel, Institutions, *Mentally Handicapped, Rehabilitation, *Residential Care
The readings, related case histories, and exercises are written in conversational style and intended to serve all levels of personnel working in institutions for the mentally retarded. The text presents information on institutional residents, personnel, and operations useful in personnel training and development. Orientation is toward creativity at all levels in fostering improvements through institutional change. The teaching approach used is the case study method. Cases included are real, brief, and adaptable to a wide educational/occupational range of employees or students. Readings focus upon the positive side of institutional operations while case studies illustrate common, perplexing situations and operating problems inherent in institutional procedures. Major topics covered include problems related to new employees, profound and mild retardation (daily events, training techniques, assessing vocational potential, vocational training in rehabilitation), and innovating for change in the classroom, on the ward, at play, and in the use of materials, equipment, and physical plant. Also treated in detail is management's role in institutional change (manpower and plant utilization, attitudes, records, and other responsibilities). (KW)

ED 052 558 EC 032 717
The Best of Challenge.
American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 71
Note—224p.
Available from—NEA Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Exceptional Child Services, *Mentally Handicapped, Physical Activities, *Physical Education, *Recreation, Recreational Programs
The articles on physical education and recreation for the mentally retarded have been compiled from the first five volumes of Challenge, a bi-monthly newsletter dealing with physical education, recreation, camping, outdoor education, and related activities for the retarded. Also included are a few entries from Outlook, a newsletter dealing with similar programs for persons with handicaps other than mental retardation. Contents are primarily written by and oriented toward the working practitioner, and are intended to convey practical information on programs, activities, problems, rationale, and philosophical considerations. Items are grouped according to contents into the following categories: philosophy and editorials, activities (handicrafts and games, athletics, bowling, dance, motor development, music physical education and fitness, swimming, tires and tubes, volunteer student activities); programs (adult, camping, grouping, on going, residential facilities, recreation, scouting, severely retarded, therapy, trainable retarded), equipment and innovative ideas, leadership, books and periodicals, films, cross country challenges, and research. (KW)

ED 052 559 EC 032 718
Mandatory Special Education Plan for the Administration and Implementation of Public School Programs for the Hearing Impaired.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Special Education.
Pub Date 70
Note—75p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Policy, *Aurally Handicapped, *Educational Programs, *Exceptional Child Education, Guidelines, Program Planning, *State Programs, State Standards
Identifiers—Indiana
Intended for public school administrators, teachers, and speech and hearing clinicians, the document contains guidelines for setting up programs to implement the statewide mandatory special education plan for hearing impaired children in Indiana. Outlined are procedures to follow in comprehensive programing for the following categories of the hearing impaired: infants (ages 6 months - 2 years), preschool (ages 2-5 years), hearing impaired (ages 6-21 years), and multiply handicapped hearing impaired (ages 6 months - 21 years). The document is devoted to detailing the components, administrative organization, programing, child placement procedures, facilities, groupings, certification, and other administrative aspects of educational programs for each of the four categories of hearing impaired children. Additional data on program levels, geographic service areas, and special schools and classes in Indiana are appended, in addition to numerous sample forms and specific facility and certification requirements. (KW)

ED 052 560 EC 032 719
Balthazar, Earl E. Stevens, Harvey A.
Managing the Mentally Retarded Through Interdisciplinary Action.
Central Wisconsin Colony and Training School, Madison, Wis.
Spons Agency—Wisconsin State Dept. of Health and Social Services, Madison.
Pub Date Jul 71
Note—23p.; Paper presented at the 90th Annual Meeting of the American Association on Mental Deficiency (Chicago, Illinois, May 12, 1966)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Case Studies, *Interdisciplinary Approach, Mongolism, Residential Care, *Trainable Mentally Handicapped
A philosophy of interdisciplinary management of the severely and profoundly regarded is described in the monograph which also includes reporting and evaluation processes. Ten clinical reports of an actual case are provided to demonstrate the adequacy of the multidisciplinary method. These reports assess the medical condition, psychological adjustment, and biosocial status of an 8-year-old mongoloid girl. It was concluded by the authors that careful study and wise direction of program staffing committees can do much to alleviate some of the difficulties in residential management. (Author)

ED 052 561 EC 032 720
A Resource Guide in Sex Education for the Mentally Retarded.

American Association for Health, Physical Education, and Recreation, Washington, D.C.; Sex Information and Education Council of the United States, Inc., New York, N.Y.
Pub Date 71
Note—55p.
Available from—NEA Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Class Activities, *Course Content, Curriculum, *Exceptional Child Education, Instructional Materials, *Mentally Handicapped, *Resource Guides, *Sex Education

A practical resource guide rather than a theoretical document, the guide contains information on sex education designed to help parents, professionals, and volunteers working with or teaching the mentally retarded. Guidelines for developmental sequences of instruction and suggestions concerning concepts, content, teaching methods and activities, and instructional materials are presented. The concepts and their associated ideas and materials are presented sequentially, from the easy and basic to the sophisticated, so that materials from the appropriate level can be selected for use with the educable or trainable retarded. Outlined are seven steps for establishing a sex education program in residential or day schools. Following brief discussions of the attitudes and responsibilities of adults involved and of teaching styles, two sample lesson plans are given to show how materials and information can be organized for presentation. Detailed are the component concepts and related activities for four general curriculum areas: awareness of self, physical changes, peer group relationships, and responsibility to society. The extensive list of selected resources includes both printed and audiovisual materials to use with the retarded. (KW)

ED 052 562 EC 032 721
Rothstein, Jerome H., Ed.
Mental Retardation: Readings and Resources.
Pub Date 71
Note—696p.
Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($10.00)
Document Not Available from EDRS.
Descriptors—Clinical Diagnosis, *Educational Programs, *Mentally Handicapped, *Mental Retardation, *Program Descriptions, *Resource Guides, Textbooks, Vocational Rehabilitation

Fifty-two readings on mental retardation, most of which were published between 1965 and 1970, are grouped by topic: general considerations, assessment and diagnosis, learning theory, early childhood education, school programs for the educable and the trainable, secondary school programs, community day care programs, programs for adults, institutional care, communicative skills, parent counseling, state and local program organization and administration, research, and future prospects. Readings and references are balanced to be of interest to educators, psychologists, rehabilitation counselors, medical personnel, and social scientists and to provide sources of information for parents and parent groups. Vocabulary and contents are geared to upper-division and graduate levels of instruction, and readings are correlated with a number of basic texts. Brief section introductions provide historical background and discuss related problems and articles. Supplementary resource tables and charts complement and amplify many readings. Resource materials contained in appendixes include lists of organizations, surveys of literature, journals, textbooks, books for parents and about retarded individuals, specialized bibliographies, federal agency publications, films, and film sources. (KW)

ED 052 563 EC 032 722
Tarnopol, Lester, Ed.
Learning Disorders in Children: Diagnosis, Medication, Education.
Pub Date 71
Note—366p.
Available from—Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106
Document Not Available from EDRS.
Descriptors—Drug Therapy, *Exceptional Child Research, *Learning Disabilities, *Medical Evaluation, *Medical Treatment, *Neurological Defects, Psychological Evaluation

Nine papers dealing with educational, psychological, and medical aspects of the management of children with learning disabilities focus upon the medically-related aspects and information which would be useful to a multidisciplinary team in coordinating differential diagnostic efforts and instituting remediation programs. Discussions of the relationship between learning problems and neurological dysfunction, diagnosis and medical management using medication, and the relationship of medical management to educational procedures are aimed primarily at physicians. Following an introductory paper on neurogenic learning disorders, two case histories (including evaluations based on diagnostic tests and recommendations for remediation) are presented. Other papers treat medical responsibilities, the use of drugs in diagnosis and treatment, the neurology of learning disabilities, psychological diagnosis and remediation in relation to brain damage and learning disabilities, and the clinical pharmacology of psychotropic drugs with special reference to children. Also included are the proceedings of a panel of physicians and psychologists discussing management via medication. (KW)

ED 052 564 EC 032 723
Stone, Thomas E.
Organizing and Operating Special Classes for Emotionally Disturbed Elementary School Children.
Pub Date 71
Note—255p.
Available from—Parker Publishing Company, 1 Village Square, West Nyack, New York 10994 ($8.95)
Document Not Available from EDRS.
Descriptors—Administration, Curriculum Design, *Educational Programs, Elementary School Students, *Emotionally Disturbed, *Exceptional Child Education, Program Descriptions, Program Design, *Special Classes

Provided for public school systems are educational guidelines for setting up special classes for emotionally disturbed elementary school students. Described is a preventive-developmental program, based on successful experiences in form school districts, which provides for a complete school team approach. Detailed are the steps involved in organizing and implementing such a Transition-Adjustment class program, beginning with a discussion of how to organize a district program and procedures for identifying, screening, and placing the disturbed child. Curriculum content and organization are discussed, as are materials and equipment. Also examined are effective teaching techniques and the characteristics and roles of Transition-Adjustment class teachers and principals. In addition, how to establish a special physical education pogram and how creative activities in art and other subjects can be important factors in overall growth are explained. Procedures for gradually returning a child to regular classes and points to consider in planning a summer Transition-Adjustment class program are also covered. Appendixes contain sample budgets and forms. (KW)

ED 052 565 EC 032 733
Educable Mentally Handicapped - Programs: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, *Educable Mentally Handicapped, *Exceptional Child Education, Mentally Handicapped, *Program Descriptions

One in a series of over 50 similar listings relating to handicapped and gifted children, the bibliography contains 100 references selected from Exceptional Child Education Abstracts concerning programs for the educable mentally retarded. Bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are included for each entry. Entries include texts, journal articles, conference papers, and program guides. Author and subject indexes are provided. (KW)

ED 052 566 EC 032 734
Educable Mentally Handicapped - Research: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, *Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, *Research Projects

Sixty-eight references selected from Exceptional Child Education Abstracts are included in the bibliography on research dealing with the educable mentally retarded. The bibliography is one in a series of over 50 similar listings related to handicapped and gifted children. For each research study, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are included. Author and subject indexes are provided. (KW)

ED 052 567 EC 032 735
Regular Class Placement/Special Classes: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Ability Grouping, *Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, Gifted, Grouping (Instructional Purposes), Handicapped Children, *Regular Class Placement, *Special Classes

One in a series of over 50 similar listings related to exceptional children, both handicapped and gifted, the bibliography contains 56 references dealing with the issue of regular or special class placement for exceptional children. Entries, which include texts, journal articles, conference papers, research reports, and other literature, were selected from Exceptional Child Education Abstracts. Given are bibliographic data, availability information, indexing and retrieval descriptors, and an abstract for each entry. Both an author and a subject index are included. (KW)

ED 052 568 EC 032 736
Aurally Handicapped - Programs: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Aurally Handicapped, *Bibliographies, Deaf, *Exceptional Child Education, Hard of Hearing, Language Instruction, *Program Descriptions

The bibliography, one in a series of over 50 similar listings related to handicapped and gifted children, contains 89 references selected from Exceptional Child Education Abstracts dealing with programs for the aurally handicapped. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are given for all entries, which include texts, journal articles, program and curriculum guides, and other literature. Subject and author indexes are provided. (KW)

ED 052 569 EC 032 737
Aurally Handicapped - Research: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Aurally Handicapped, *Bibliographies, Deaf, *Exceptional Child Research, Hard of Hearing, *Research Projects

Eighty-nine references, including research reports, texts, journal articles, and other research-related literature, are included in the bibliography on research concerning aurally handicapped children (both the deaf and the hard of hearing). The bibliography, containing bibliographic data, availability information, indexing and retrieval

terms, and abstracts for all entries, is one in a series of over 50 similar compilations related to handicapped and gifted children. Author and subject indexes are provided. References were selected from Exceptional Child Education Abstracts. (KW)

ED 052 570 EC 032 738
Speech Handicapped - Programs: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, *Program Descriptions, *Speech Handicapped, Speech Pathology, Speech Therapy

References selected from Exceptional Child Education Abstracts and pertaining to instructional programs and therapy for speech handicapped children are listed in the bibliography, one in a series of over 50 such listings concerning handicapped and gifted children. For each of the 49 entries, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Also provided are author and subject indexes. References include manuals, program and curriculum guides, texts, journal articles, conference papers, and other publications. (KW)

ED 052 571 EC 032 739
Speech Handicapped - Research: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Articulation (Speech), *Bibliographies, *Exceptional Child Research, *Speech Handicapped, Speech Therapy, Stuttering

The bibliography, which is one of a series of over 50 similar selected bibliographies dealing with handicapped and gifted children, contains 100 references selected from Exceptional Child Education Abstracts pertaining to research with speech handicapped children. Bibliographic data, availability information, indexing and retrieval terms, and abstracts are given for all entries, which include research reports, texts, journal articles, experimental program descriptions, and other research-related literature. Subject and author indexes to the bibliography are provided. (KW)

ED 052 572 EC 032 740
Physically Handicapped and Special Health Problems: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, *Physically Handicapped, *Special Health Problems

Contained in the bibliography are 77 references to texts, journal articles, program guides, research and medical reports, and other literature on physically handicapped children and children with other special health problems. The bibliography is one in a series of over 50 similar listings on handicapped and gifted children. For each of the references, which were selected from Exceptional Child Education Abstracts, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Also provided are author and subject indexes. (KW)

ED 052 573 EC 032 741
Counseling and Psychotherapy: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annotated Bibliographies, *Bibliographies, *Counseling, Emotionally Disturbed, *Exceptional Child Education, Gifted, Group Therapy, *Handicapped Children, *Psychotherapy

Listed in the bibliography, one of a series of over 50 similar bibliographies on exceptional (both handicapped and gifted) children, are 88 references concerning counseling particularly as it is employed with exceptional children, and psychotherapy (including group therapy) particularly in reference to emotionally disturbed children. Entries, which include research reports, journal articles, texts, and other publications, were selected from Exceptional Child Education Abstracts. Each entry includes bibliographic data, availability information, indexing and retrieval descriptors, and an abstract. Also provided are an author index and a subject index. (KW)

ED 052 574 EC 032 742
Perceptual-Motor Development: Exceptional Child Bibliography Series.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bibliographies, *Exceptional Child Education, Handicapped Children, Learning Disabilities, Motor Development, Perceptual Development, *Perceptual Motor Coordination, *Perceptual Motor Learning, Psychomotor Skills

One of a series of over 50 similar selected bibliographies dealing with handicapped and gifted children, the bibliography contains 96 references concerning perceptual-motor development and learning. Entries, which include research reports, texts, journal articles, and other types of literature, were selected from Exceptional Child Education Abstracts. Given are bibliographic data, availability information, indexing and retrieval terms, and abstracts for all entries. Also provided are author and subject indexes. (KW)

ED 052 575 EC 032 743
Junker, Karin Stensland
Lekoteket: A Program for Training Through Systematic Play Activity.
Lekoteket Pa Blockhusudden, Stockholm (Sweden).
Pub Date Jul 71
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agencies, Child Development, *Exceptional Child Education, Foreign Countries, *Handicapped Children, Mentally Handicapped, *Perceptual Motor Learning, *Toys
Identifiers—*Sweden

Described are the purposes and activities of the lekotek, a Swedish private, non-profit agency whose name was coined from two Swedish words meaning playthings and library. The lekotek advises families with mentally retarded or other handicapped children at home as to such play activity and educational stimulation as will further the development of the child. Children and their parents visit the lekotek individually or for the group training program which aims at structured educational stimulation for young children. Free toys and educational tools are selected with regard to each child's level of functioning. After training in that play tool and after the child has mastered its principles, it is exchanged for others, on a slowly increasing scale of difficulty. Discussed are the necessity of knowing toys' functional construction, suggestions given to parents for regular educational play with their children, and activities used to stimulate motor and speech development, eye-hand coordination, and self-identification. (KW)

ED 052 576 EC 032 744
Report on Special Education for the Education and Rehabilitation of the Handicapped.
Ministry of Education, Riyadh (Saudi Arabia).
Pub Date 70
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Programs, *Exceptional Child Education, Foreign Countries, *Handicapped Children, National Programs, *Services, Statistical Data
Identifiers—*Saudi Arabia

Written in English and Arabic, the document summarizes educational and rehabilitation services provided for handicapped children in Saudi Arabia by that country's Department of Special Education. Tables present statistical data on types of education and the numbers of institutes, classes, and students involved in each; student enrollment and staff figures for girls education; and similar figures for special education institutes. The text describes the disability groups attended to by the special education program (blind, mentally retarded, physically disabled, deaf), social services for this population, and medical care under the administration of the Department of Special Education. Special Education planned projects within the Ministry of Education's 5-year plan (starting in 1970-71) are listed. Many of the photographs illustrating the text are of activities at the Al-Amal Institute for the deaf. (KW)

ED 052 577 EC 032 758
Stedman, Donald J., Ed.
Current Issues in Mental Retardation and Human Development: Selected Papers from the 1970 Staff Development Conferences of the President's Committee on Mental Retardation (Washington, D.C., 1971).
President's Committee on Mental Retardation, Washington, D.C.
Pub Date 71
Note—105p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Child Development, *Exceptional Child Research, Genetics, Intervention, *Mentally Handicapped, Rubella, Screening Tests, Teacher Education
Identifiers—Epidemiology

Six papers discuss some of the current issues in the field of mental retardation and human development. Epidemiology of mental retardation from a sociological and clinical point of view is analyzed by Jane R. Mercer, based on studies of mental retardation in the community in Pomona, California. The role of genetics and intra-uterine diagnosis of genetic disorders in relation to mental retardation is discussed by Henry Nadler. William K. Frankenburg reviews the importance of early identification of developmental problems, essential characteristics of screening tests, and some available developmental screening tests, particularly the Denver Developmental Screening Test. Ira J. Gordon considers the effects of early educational intervention programs on early development, focusing upon the family as a target and upon programs that are research programs rather than service efforts without research or evaluation. New directions in reformulation efforts of teacher education are outlined by Nicholas J. Anastasiow. Louis Z. Cooper discusses rubella in terms of developmental problems and family health services. (KW)

ED 052 578 EC 032 759
Mayeda, Tadashi A.
Delivery of Services to Mentally Retarded Children and Adults in Five States.
President's Committee on Mental Retardation, Washington, D.C.
Pub Date Jan 71
Note—151p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Mentally Handicapped, Program Descriptions, *Services, State Legislation, *State Programs, *State Surveys

The report describes the delivery of services to the mentally retarded in the states of California, Colorado, North Carolina, Ohio, and Washington. Reported are such data as number of residents in state institutions and per 100,000 population, number of 24-hour care community placements, enrollees in special education programs and sheltered workshops, and costs of each. A program model is presented and used as a gauge of the effectiveness of state programs. No one state ranks consistently high or low in all categories of service. Rather, a high-low randomness is evident among the states and among departments and agencies in any one state. Following a discussion comparing the planning, coordination, and organization of services in the five states, each state program is examined. The following topics are covered as they relate to services for the mentally retarded: demographic data, local governments

and districts, revenue and expenditures, state organization, planning and planning coordination, legislation, and the various types of services provided (residential institutions, community centers, day care sheltered workshops, rehabilitation, medical services, social services, special education, and others). (KW)

ED 052 579 EC 032 760
Johnson, Dorothy H. And Others
Special Education Music and Dance: An ESEA Title III Project Evaluation.
Shoreline School District 412, Seattle, Wash.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Sep 70
Note—108p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Dance, Demonstration Projects, Evaluation Methods, *Exceptional Child Education, *Handicapped Children, *Music, *Program Evaluation
Identifiers—Elementary and Secondary Education Act Title III, Washington
Reported are the evaluation results on the 1969-70 segment (the first project period) of the Special Education Music and Dance Program in Shoreline School District 412 (Seattle, Washington), an ESEA Title III project. The program, which is presented as a pilot attempt to develop functional program objectives and evaluation tools, provides music and dance lessons for special education classes from primary through high school levels, and includes psychomotor, cognitive, and affective objectives. Methods emphasized are neuromuscular skills set to music to promote neurophysiological maturation in primary handicapped pupils, a modification of the Orff method of teaching music, and the Orff musical instruments. Presented are February and August 1970 analyses of data on the primary dance program and the music program, the results of the Semantic Differential administered to teacher workshop participants, a concurrent validation study of the Face Attitude Scale with mentally retarded, and an inventory of videotapes on the program. Evaluative comments and opinions are given by project teachers. Six examples of evaluation tools (tests, scales, evaluation sheets) are included as are the project's 1969-70 evaluation budget and evaluation expenditures. (KW)

ED 052 580 EC 032 762
Resource Aid of Selected Materials for Remediation of Learning Disorders.
Boston Univ., Mass. New England Materials Instruction Center.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 71
Note—203p.
Available from—Boston University Bookstore, Special Services Desk, 775 Commonwealth Avenue, Boston, Massachusetts 02215 ($4.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Diagnostic Tests, *Exceptional Child Education, *Instructional Materials, *Learning Disabilities, Mathematics, Reading Difficulty, Reading Materials, Remedial Instruction, *Resource Guides
The resource guide helps formulate diagnostic profiles for children with specific learning disabilities, analyzes subsets of well-known batteries, and classifies materials to match areas of strength and weakness in learning. An adaptation of the Osgood model is used to identify and order the component abilities in learning. These component abilities are related to the curriculum areas of language arts and mathematics. In the Perceptual-Motor Chart, constituting Part 1, there are four columns: the first identifies and orders the component abilities in the learning process, the second suggests particular tests or subtests to indicate the strength or weakness of that particular function, the third suggests remedial instructional materials, and the fourth column is left vacant for teacher's evaluation of the success of the diagnostic prescription. Curriculum areas of reading, spelling, handwriting, and mathematics are represented in the chart. Part 2 presents bibliographic, price, content, and purpose information for the alphabetically listed tests and remedial instructional materials. Part 3, in addition to giving bibliographic information on available mathematics materials, contains analyses of mathematics skill areas and concepts to promote better understanding of the rationale of the instructional materials. (KW)

ED 052 581 EC 032 763
Park, Clara Claiborne, Ed.
Research and Education: Top Priorities for Mentally Ill Children. Proceedings of the Second Annual Meeting and Conference of the National Society for Autistic Children (San Francisco, California, June 24-27, 1970).
National Society for Autistic Children, Syracuse, N.Y.
Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.
Pub Date 71
Note—127p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Autism, Behavior Change, *Conference Reports, *Emotionally Disturbed, *Exceptional Child Education, Government Role, Medical Treatment, Operant Conditioning, *Parent Role
The proceedings of the Second Annual Meeting and Conference of the National Society for Autistic Children begin with three brief statements regarding the Joint Commission on Mental Health of Children. Following are the keynote address by Edwin W. Martin concerning the rhetoric and reality of the Federal response to the educational needs of handicapped children, and other addresses on the strengths and weaknesses of operant conditioning techniques for the treatment of autism (O. Ivar Lovaas), autism as a deficiency in context-dependent processes (Karl H. Pribram), the autistic child as teacher and learner (Frank M. Hewett), and the Institute for Child Behavior research study of high dosage vitamins as a method of treating severely mentally ill children (Bernard Rimland). Workshop presentations and parent panels included cover such topics as the Edison Responsive Environment (or talking typewriter) used with autistic children; problems of management, training, and education as discussed by parents of autistic children of various ages; federal resources; how to work with state legislatures; a public school program for autistic children; and the Irish Society for Autistic Children. A list of eight recommended films is included. (KW)

ED 052 582 EC 032 847
Mintz, Raymond D. And Others
Study of the Need for Educational Manpower for Handicapped Children and Youth: Phase IV Report. Final Report.
Operations Research, Inc., Silver Spring, Md.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—TR-621
Bureau No—BR-8-9028
Pub Date 31 Jul 70
Contract—OEC-0-9-08928-0710
Note—422p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Exceptional Child Research, *Federal Aid, Federal Legislation, Financial Support, Handicapped Children, Manpower Needs, *Motivation, National Surveys, Special Education Teachers, *Teacher Education, *Universities
Identifiers—Bureau of Education for the Handicapped, PL 85-926
In the Phase IV portion of the Study of the Need for Educational Manpower for Handicapped Children and Youth, motivational factors affecting special education manpower supply and the impact of PL 85-926 on the supply were evaluated in two studies to which separate questionnaires were developed: the Personnel Motivation Study and the University Impact Study. The questionnaire concerning motivation factors causing people to enter, remain in, and leave special education was sent to personnel in the field, while the questionnaire concerning the effect of PL 85-926 funding on university special education programs was sent to universities offering programs for training personnel in the education of the handicapped. Results of the surveys demonstrated positive effects of PL 85-926 in all respects. It increased the capacity of universities receiving funds to supply manpower, and improved the quality as well as the quantity of graduating students. Attrition from the field was less among students receiving grants than among others. The relevancy of working with handicapped children, to personal and social values, attracted many students, but many had unrealistic images of time and energy commitment required or objected to training requirements for certification, pay, and working conditions. (EC 032 848-EC 032 852 contain related information.) (KW)

ED 052 583 EC 032 848
Mintz, Raymond D. And Others
Study of the Need for Educational Manpower for Handicapped Children and Youth: Part A - Phase III. Final Report.
Operations Research, Inc., Silver Spring, Md.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—TR-602
Bureau No—BR-8-9028
Pub Date May 70
Contract—OEC-0-9-08928-0710
Note—377p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Exceptional Child Research, Handicapped Children, *Information Systems, Information Utilization, *Manpower Needs, *Models, National Surveys, *State Surveys, Statistical Data
Identifiers—Manpower Requirements Projection Model
Phase III of the Study of the Need for Educational Manpower for Handicapped Children and Youth, in demonstrating the feasibility of the Manpower Requirements Projection Model (MRPM), gathered data in the states necessary for implementation of the model. The MRPM was developed to enable state or local administrators of special education to estimate manpower needs and handicapped child population. The 50 state special education agencies were surveyed concerning the flow and utilization of special education information and their capability to utilize the model. It was found that few states had special education information systems capable of providing predictive as well as evaluative data, and in few states did data on handicapped children include all sources of education. It was concluded that, despite some obstacles to automating special education data processing, almost all states had the capability to utilize the MRPM and it could be operational in two to three annual data cycles in most cases; availability of information flow capable of providing required input was a major factor affecting implementation. Appended are extensive state data summaries (personnel data and special education enrollment) and information flow implementation and maintenance cost estimates for each state. (EC 032 847 and ED 032 849-EC 032 852 contain related information.) (KW)

ED 052 584 EC 032 849
Mintz, Raymond D. And Others
Study of the Need for Educational Manpower for Handicapped Children and Youth: Parts B and C - Phase III. Final Report.
Operations Research, Inc., Silver Spring, Md.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—TR-602
Bureau No—BR-8-9028
Pub Date 1 May 70
Contract—OEC-0-9-08928-0710
Note—128p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Computer Programs, *Exceptional Child Research, *Guidelines, Handicapped Children, *Information Systems, *Manpower Needs, *Models, Statistical Analysis
Identifiers—Manpower Requirements Projection Model
The document contains Parts B and C of the report on the Manpower Requirements Projection Model (MRPM) validation study and state surveys (see EC 032 848), which formed Phase III of the Study of the Need for Educational Manpower for Handicapped Children and Youth. Prepared primarily for use by persons responsible for the management and administration of state special education agencies, Part B provides a non-technical description of the purpose and use of the MRPM. Guidelines for the preparation of input data for, and analysis of output reports from, the model are given. In Part C, intended for the technically oriented user of the MRPM, technical details necessary for understanding the model formulations and the related parts of the computer programs are provided. The MRPM was developed to enable state or local administra-

tors estimate manpower requirements and handicapped child population. (See EC 032 847-EC 032 848 and EC 032 850-EC 032 851 for related information.) (KW)

ED 052 585 EC 032 850
Mintz, Raymond D. And Others
Study of the Need for Educational Manpower for Handicapped Children and Youth: Part D - Volume I, Phase III. State Analysis Reports.
Operations Research, Inc., Silver Spring, Md.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—TR-602
Bureau No—BR-8-9028
Pub Date 1 May 70
Contract—OEC-0-9-08928-0710
Note—409p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Exceptional Child Research, Handicapped Children, *Information Systems, *Manpower Needs, *Models, *State Surveys, Statistical Data
Identifiers—Manpower Requirements Projection Model
The document is the first of three volumes (see also EC 032 851 and EC 032 852) of State Analysis Reports resulting from Phase III of the Study of the Need for Educational Manpower for Handicapped Children and Youth, which involved a validation study and state surveys related to the Manpower Requirements Projection Model (MRPM). Included in the volume are individual reports on special education information flow in states in alphabetical order from Alabama through Kansas. Recommendations made for each state provide guidance for developing an information flow that will enable that state to utilize the MRPM and improve the availability of information for other special education management functions. (See EC 032 847-EC 032 849 and EC 032 851-EC 032 852 for related information.) (KW)

ED 052 586 EC 032 851
Mintz, Raymond D. And Others
Study of the Need for Educational Manpower for Handicapped Children and Youth Part D - Volume II, Phase III. State Analysis Reports.
Operations Research, Inc., Silver Spring, Md.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—TR-602
Bureau No—BR-8-9028
Pub Date May 70
Contract—OEC-0-9-08928-0710
Note—403p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Exceptional Child Research, Handicapped Children, *Information Systems, *Manpower Needs, *Models, *State Surveys, Statistical Data
Identifiers—Manpower Requirements Projection Model
The document is the second of three volumes (see also EC 032 850 and EC 032 852) of State Analysis Reports resulting from Phase III of the Study of the Need for Educational Manpower for Handicapped Children and Youth, which involved a validation study and state surveys related to the Manpower Requirements Projection Model (MRPM). Included in this volume are individual reports on special education Projection Model (MRPM). Included in this volume are individual reports on special education information flow in states in alphabetical order from Kentucky through North Carolina. Recommendations made for each state provide guidance for developing an information flow that will enable that state to utilize the MRPM and improve the availability of information for other special education management functions. (See EC 032 847-EC 032 849 and EC 032 850 and EC 032 852 for related information.) (KW)

ED 052 587 EC 032 852
Mintz, Raymond D. And Others
Study of the Need for Educational Manpower for Handicapped Children and Youth: Part D - Volume III, Phase III. State Analysis Reports.
Operations Research, Inc., Silver Spring, Md.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—TR-602
Bureau No—BR-8-9028
Pub Date May 70
Note—393p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Exceptional Child Research, Handicapped Children, *Information Systems, *Manpower Needs, *Models, *State Surveys, Statistical Data
Identifiers—Manpower Requirements Projection Model
The document is the third of three volumes (see also EC 032 850 and EC 032 851) OF State Analysis Reports resulting from Phase III of the Study of the Need for Educational Manpower for Handicapped Children and Youth, which involved a validation study and state surveys related to the Manpower Requirements Projection Model (MRPM). Included in the volume are individual reports on special education information flow in states in alphabetical order from North Dakota through Wyoming. Recommendations made for each state provide guidance for developing an information flow that will enable that state to utilize the MRPM and improve the availability of information for other special education management functions. (See EC 032 847-EC 032 849 and EC 032 850-EC 032 851 for related information.) (KW)

EM

ED 052 588 EM 008 978
Halas, John Manvell, Roger
The Technique of Film Animation. Revised Edition.
Pub Date 70
Note—360p.; Library of Communication Techniques
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($10.95)
Document Not Available from EDRS.
Descriptors—*Animation, Budgeting, *Cartoons, Color Presentation, *Film Production, Films, *Production Techniques, Sound Effects, Sound Films, *Sound Tracks, Special Effects
This book, which is a technical, sophisticated manual for professionals, covers all aspects of the animation process; it does not use a simple step-by-step, do-it-at-home approach. It begins by discussing the history of animation and the physical laws and aesthetic principles which govern the art. A section on the uses of animation (e.g., for television commercials, public relations films, educational films) assumes the animator has professional equipment and ties with the film industry. However, the book is valuable for the student of this type of film making, as it recounts in complete detail the steps that go into animation, including design, budgeting, and production. The roles of the artists and technicians are examined as they contribute to the process of making an animated film. The use of a matching sound track is discussed, and there are sections on puppet films, widescreen animation, and animation techniques which are likely to be used in the future, including computer animation. The text is illustrated with a large number of still shots from animated productions. (JK)

ED 052 589 EM 009 000
Langford, Michael J.
Basic Photography; A Primer for Professionals. Second Edition.
Pub Date 71
Note—374p.; The Focal Library series
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($12.95, paperback $7.95)
Document Not Available from EDRS.
Descriptors—Light, Lighting, Optics, *Photochemical Reactions, *Photographic Equipment, Photographs, *Photography, Textbooks
In this textbook, which was written for the professional photography student, both photographic theory and practice are thoroughly explained. The author examines the principles of light and the properties of lenses and gives a detailed evaluation of camera movement, camera shutters, and the camera as a whole. He outlines the manufacture and properties of light-sensitive materials and discusses individually the multiplicity of effects possible with variations in filters, lighting, and exposure. Complete explanations are provided for the various techniques used in developing, printing, and finishing the photograph. In the final chapter, the visual analysis and interpretation of a subject is discussed in relation to the demands of professional photography and practical experiments are suggested to illustrate some basic concepts. Each chapter is sectionalized with subheadings and includes a brief summary and suggested examination questions. A large number of diagrams and photographs illustrate the text. (JY)

ED 052 590 EM 009 005
Jones, Peter
The Technique of the Television Cameraman. Revised Edition.
Pub Date 69
Note—243p.; Library of Communication Techniques
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($10.00)
Document Not Available from EDRS.
Descriptors—Broadcast Industry, Photographic Equipment, *Photography, *Production Techniques, *Television, *Television Lighting, Television Lights, Textbooks, *Video Equipment
Based on the assumption that the techniques of the television cameraman are specialized and cannot be compared with the operational problems of filmmaking, television studio equipment and the camera are introduced, prefaced by a discussion of the qualities desirable in a cameraman. Composition and movement are dealt with at length, as are the essentials of good camera technique, lighting, and the special problems of outside broadcasts. Two chapters examine basic optics and lenses. Camera movements that are discussed include panning, tilting, tracking, crabbing, and zooming. The book is intended as a manual for those already working in television and as an introduction for those just beginning to work as cameramen. (JK/MT)

ED 052 591 EM 009 015
Greenberg, Bradley S. Dervin, Brenda
Use of the Mass Media by the Urban Poor; Findings of Three Research Projects, With an Annotated Bibliography.
Pub Date 70
Note—251p.; Special Studies in U.S. Economic and Social Development Series
Available from—Praeger Publishers, Inc., 111 Fourth Avenue, New York, N.Y. 10003 ($13.50)
Document Not Available from EDRS.
Descriptors—Annotated Bibliographies, Behavior Patterns, *Communication (Thought Transfer), Economically Disadvantaged, Films, Information Seeking, Interpersonal Relationship, *Literature Reviews, *Low Income Groups, *Mass Media, Media Research, News Media, Newspapers, Radio, Social Influences, Sociocultural Patterns, *Surveys, Television, Use Studies
Three research projects studied in detail the mass media behaviors of poor children, adolescents, and adults. These studies focused on a complete range of media behaviors--media use, availability, content preferences, functions, and attitudes. They considered a comprehensive set of media including radio, television, newspapers, magazines, phonographs, and movies. Low income blacks were compared to low income whites and to low income respondents in general, and all three categories of respondents were compared to the general population. It was found that members of low income groups, particularly blacks, spend more time watching television and are more apt to believe what they see than is the general population. Therefore, the researchers envision the mass media, particularly television, as an important tool in providing low income families with access to the mainstream of society. The researchers also conducted an extensive search of studies and reports currently available in the social science literature which concern topics related to the communication behaviors of the poor. The results of some 80 such reports are summarized and discussed in relation to each other. Extensive abstracts of these reports then appear in an annotated bibliography. (JY)

ED 052 592 EM 009 017
Fang, Irving E.
Television News; Writing, Editing, Filming, Broadcasting.
Pub Date 68
Note—285p.; Library of Communication Techniques

Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($8.95, paperback $5.60)
Document Not Available from EDRS.
Descriptors—Animation, Audiovisual Aids, Interviews, *Journalism, Mass Media, *News Media, Photographic Equipment, Press Opinion, *Production Techniques, *Television, Textbooks, Video Equipment, *Writing

The skills required by the television journalist—writing, editing, filming, broadcasting—are fully described and analyzed in this detailed guide and textbook. Among the topics treated are sources of news stories, interviewing techniques, filming of breaking news, newsfilm editing, clear and colorful writing, and graphics presentation. A description of the television news day, including an examination of news personnel, provides the background against which the techniques of the newsman can be seen. The sections on interviewing and writing stories would be useful for all journalists. The emphasis, though, is on news for television and the links between copy, photographs, and film. Several chapters describe the uses of camera and sound equipment. Special news situations such as election reporting, weather, sports, etc. are considered, and problems of good taste, objectivity, and broadcast standards are examined in some detail. (JK/MT)

ED 052 593 EM 009 018
Happe, L. Bernard
Basic Motion Picture Technology.
Pub Date 71
Note—362p.; Library of Communication Techniques
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($10.00)
Document Not Available from EDRS.
Descriptors—*Film Production, *Films, Lighting, Lights, *Photographic Equipment, Photography, *Production Techniques, Sound Effects, *Sound Tracks, Special Effects, Television

In this survey of the technology of film production, some applications to television are also discussed. Various chapters cover photography, sound recording and reproduction, studio production, film processing, duplicating methods, and final screen presentation. The equipment needed in film production is discussed in detail, including cameras, film stock, lights, and sound and printing equipment. The function of each piece of equipment and its general workings are described, and the fundamentals of professional practice are explained. However, technical electronic and mathematical detail is kept to a minimum so that the production executive, student, or creative artist, as well as the technician, will find it useful. Many simple diagrams and charts illustrate the text. (JK/MT)

ED 052 594 EM 009 019
Fisher, Heinz-Dietrich, Ed. Merrill, John Calhoun, Ed.
International Communication; Media, Channels, Functions.
Pub Date 70
Note—508p.; Studies in Public Communication series
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($12.95, paperback $8.20)
Document Not Available from EDRS.
Descriptors—Censorship, *Communications, Cross Cultural Studies, Developing Nations, Films, *Foreign Relations, Freedom of Speech, Illiteracy, International Education, *Mass Media, Media Research, Nationalism, *News Media, Political Power, Press Opinion, Propaganda, Publications, Radio, Responsibility, Stereotypes, Television, *World Problems
Identifiers—UNESCO

A total of 41 essays explore several major issues in international communication. The essays are grouped according to their topic, beginning with the broader topics of communication systems and concepts and the flow of world news and proceeding to considerations of national concerns such as freedom and restriction of communication, national development and mass media, and propaganda and political communication. Other topics include explorations of supranational communications and discussions of various media of communication--the press, broadcasting, advertising, films, and music. Agroup of essays looks at the future of newspapers, the press, and television in relation to their role in international understanding. Several research studies in international communication are presented, including ones by Paul Lazarsfeld, Godwin Chu, and Gerhard Maletzke. In addition to a bibliography of bibliographies, the book also contains a cumulative subject index to the readings. (JY)

ED 052 595 EM 009 021
Walter, Ernest
The Technique of the Film Cutting Room.
Pub Date 69
Note—282p.; Library of Communication Techniques
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($11.50)
Document Not Available from EDRS.
Descriptors—*Film Production, Films, Film Study, *Photographic Equipment, *Photography, *Production Techniques, Sound Effects, *Sound Tracks, Special Effects, Textbooks

This book is more concerned with the "physical" in contrast to the "artistic" problems of the editing process. The functions of the editor and his assistants in relation to each stage in the production of a large-scale film are described in detail. All the routine operations of the editing room are discussed, from the receipt and documentation of material, preparation of rushes, synchronization, and dealing with day-to-day problems such as film damage, through to the first assembly and preparation of post-synchronized sound. Later stages are described as they occur in production: production of various special effects, sound dubbing and building effects tracks, cutting the master negative, and preparing final prints for distribution. A chapter is devoted to the preparation, recording, and use of music in the film, and such matters as the special requirements for widescreen, censored, or foreign versions are explained in full. The book is addressed to a professional audience with elaborate equipment who are or will be involved in producing feature length films, but many of its techniques will be of use to amateur filmmakers. (Author/JK)

ED 052 596 EM 009 022
Burder, John
The Technique of Editing 16mm. Films.
Pub Date 70
Note—152p.; Library of Communication Techniques
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($9.50)
Document Not Available from EDRS.
Descriptors—*Film Production, *Films, *Photographic Equipment, Photography, *Production Techniques, Sound Effects, Sound Films, *Sound Tracks

For professionals and advanced amateurs, this book covers all aspects of editing 16 millimeter film. Beginning with basic matters of film gauge, equipment, and editing facilities, it covers the mechanics of the subject using a how-to-do-it approach. The techniques discussed include preparation of the sound track, cutting, mixing, choice of pace and length of shots, opticals, and titles. The process of turning the master or original into the showprint is detailed. As a practical guide, the book considers the setting-up and care of the cutting room, and is illustrated with some simple line drawings. (JK)

ED 052 597 EM 009 025
Souto, H. Mario Raimondo
The Technique of the Motion Picture Camera. Revised Edition.
Pub Date 69
Note—322p. Library of Communication Techniques
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($16.00)
Document Not Available from EDRS.
Descriptors—Animation, *Equipment Maintenance, Equipment Utilization, *Film Production, Kinescope Recordings, *Performance Specifications, *Photographic Equipment, Photography, *Production Techniques, Special Effects

Aimed at the professional but useful to others, this book provides comparative material on virtually all the motion picture cameras available from manufacturers in the United States, Britain, France, Russia, Japan, and other countries. Information is provided on camera design and on the operation and maintainance of individual models. An analysis of the basic components of a camera is followed by an exhaustive survey of 35 millimeter cameras grouped under such headings as studio, field, and sound-on-film cameras. Narrow-gauge cameras, like 16 mm. ones used in television filming, are also covered, as are cameras designed for special uses, such as high-speed work, stop-motion, animation, special effects, cineradiology, kinescopic recording, and underwater work. Guidance is also offered on techniques of filming, including hand-hold shooting, zooming, and the use of the many devices recently developed for stabilizing cameras mounted in airplanes and helicopters. (JK)

ED 052 598 EM 009 026
Nisbett, Alec
The Technique of the Sound Studio: Radio, Record Production, Television, and Film. Revised Edition.
Pub Date 70
Note—559p.; Library of Communication Techniques
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($13.50, paperback, $10.00)
Document Not Available from EDRS.
Descriptors—Acoustic Insulation, Acoustics, *Audio Equipment, Audition (Physiology), Films, *Guides, Microphones, Phonograph Records, *Phonotape Recordings, *Production Techniques, Radio, Sound Effects, Sound Films, *Sound Tracks, Television

Detailed explanations of the studio techniques used in radio, record, television, and film sound production are presented in as non-technical language as possible. An introductory chapter discusses the physics and physiology of sound. Subsequent chapters detail standards for sound control in the studio; explain the planning and routine of a sound recording session; describe the many variations possible in studios, studio equipment, and microphones; and offer suggestions for achieving speech and music balance. The production of sound effects, the use of tape and disc replay as program sources, fades and mixes, echo and distortion, and the use and control of sound distortions for creative purposes are examined. In addition, the text covers in full the processes involved in checking quality, controlling volume, and editing both tape and film sound. In conclusion, suggestions are offered for pulling all the technical details into focus and creating a cohesive program which conveys its ideas in a well-paced, imaginative manner. The emphasis throughout the book is on general principles. Each subject is dealt with in terms of aural analysis, describing what to listen for, how, and why. A glossary, a bibliography, and an index supplement the text. (JY)

ED 052 599 EM 009 027
Small, William
To Kill a Messenger; Television News and the Real World.
Pub Date 70
Note—302p.; Library of Communication Techniques
Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 ($8.95)
Document Not Available from EDRS.
Descriptors—*Black Power, *Commercial Television, Cultural Awareness, Current Events, Documentaries, *Elections, Government Role, *Journalism, Legislators, *News Media, Political Attitudes, Political Influences, Political Power, Presidents, Press Opinion, Public Opinion, Radio, Television
Identifiers—Viet Nam War

From his vantage point as News Director of CBS News in Washington, the author examines the role of television news in our society and gives an insider's view of the day-to-day process of selecting and presenting news. Highlighting the book are in-depth discussions of past and recent news events. The Nixon "Checkers" speech, John Kennedy's fight to become the first Catholic president, the Edward R. Murrow-Joseph McCarthy television drama, and Vice-President Agnew's sharp attack on the television networks are described in anecdotal fashion. The author examines the powerful effect of television news and discusses the power to determine what that news

shall contain. He traces the role of television in the black revolution, black riots, the Viet Nam war, and the resultant anti-war protests. He examines the part television plays in fostering violence in America and provides a firsthand account of television coverage of the Kennedy assassination and funeral. The influence of television on politics is discussed with particular reference to political campaigns in general, to the famed televised debates of 1960, to the political conventions, and to the presidential press conferences. In conclusion, he delineates the effect of government regulation on the selection and presentation of television news. (JY)

ED 052 600 EM 009 046

Bunderson, C. Victor

Current Issues in the United States Regarding CAI.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.; National Science Foundation, Washington, D.C.

Report No—TM-3

Pub Date Feb 70

Note—43p.; Speech given at the Conference on Computers and Education, University of Bari, Italy, October, 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Computer Assisted Instruction, Curriculum Design, *Curriculum Development, Discovery Learning, *Instructional Design, *Instructional Systems, Learning Processes, Teacher Developed Materials

Two issues inhibit full utilization of computer-assisted instruction (CAI). The first of these issues concerns authorship of CAI programs. Should it be left with classroom teachers or given to specially trained instructional design teams? The latter approach is preferable for "mainline" systems (those systems that are specifically designed to teach a complete course), and the former is better for "adjunct" systems (those that supplement a teacher's regular course). Instructional software design teams can provide a full range of information, such as documentation and justification, a management plan for development, and heuristics for quality control that are useful for supplemental programs but almost indispensable for full-scale or mainline systems. The second issue concerns whether CAI should emphasize discovery learning or carefully controlled programs (expository instruction). Studies have shown that bright students do better with discovery learning, but that average or below average students learn more from expository instruction. For slower students, programs may use discovery techniques within the context of more carefully structured, ordered programs. (JK)

ED 052 601 EM 009 049

Bunderson, C. Victor

Justifying CAI in Mainline Instruction.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—TM-4

Pub Date 17 Jun 70

Note—29p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (University of Iowa, Iowa City, June 17, 1970)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Mathematics, *Computer Assisted Instruction, Computer Oriented Programs, *Cost Effectiveness, Costs, Curriculum Development, English Instruction, Facility Requirements, Individualized Instruction, *Instructional Design, Mathematics Instruction, Program Budgeting, *Program Costs, Program Planning

Costs and production requirements for developing "mainline," as distinguished from "adjunct" computer-assisted instruction (CAI), are discussed. "Mainline" programs are complete systems which teach an entire course, while "adjunct" programs supplement a regular course. Mainline CAI programs are expensive. A course equivalent to a three-credit semester course usually takes a year to write and another year to evaluate. Present costs range from at least $5,000 to $10,000 per student hour, and at best, they might be reduced to $3,000 an hour assuming the existence of languages, systems, and authoring techniques which are still under development. However, one possible individualized instruction environment which could accommodate the logistics of CAI is described and illustrated. It makes extensive use of program design and supplementary help by teaching assistants. This model, which uses as an example a course in college freshman mathematics, has been shown to be reasonably effective and to be more economical than traditional instruction. (JK)

ED 052 602 EM 009 052

Bunderson, C. Victor

Instructional Design, Computers, and Teacher Education.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—TM-2

Pub Date Dec 70

Note—25p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Arabic, *Computer Assisted Instruction, Computer Oriented Programs, Computer Science, *Conceptual Schemes, Curriculum Design, *Curriculum Development, *Instructional Design, Master Teachers, Staff Role, Systems Analysis, Teacher Aides, Teacher Education, *Teacher Role, Teachers Colleges

Use of computers for individualized instruction will bring about some new roles for what we now call teachers. In turn, these new roles will have many implications for colleges of education which must prepare teachers for these roles. In addition to master teachers, instructional managers, operations technicians, librarians, and proctors, a key role will be that of the instructional designer, who will write materials to store in computers or other self-instructional systems of the resource center. The model of instructional design used at the University of Texas Computer Assisted Instruction Laboratory includes five steps: outlining needs, goals, and a justification; developing the design architecture and rationale; writing an author's draft; producing a computer program; and evaluating the course. This method is exemplified by a design for teaching written Arabic and is considered a metaphorical representation of systems analysis. Cross-fertilization of disciplines (computer science and educational research) should provide advances in course content, course organization, and instructional methods. (JK)

ED 052 603 EM 009 054

Abboud, Victorine C. *Bunderson, C. Victor*

A Computer-Assisted Instruction Program in the Arabic Writing System.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—TR-4

Pub Date Feb 71

Note—88p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Arabic, College Language Programs, *Computer Assisted Instruction, Computer Programs, *Curriculum Development, Instructional Design, *Language Instruction, Teaching Methods, Writing Skills, *Written Language

In contrast to language-teaching systems which stress conversation, this system for teaching Arabic starts by presenting the written language. One reason for doing so is that knowing how to write Arabic characters helps students to remember the unfamiliar sounds of this language. A computer-assisted instruction (CAI) program was felt to be more efficient and rapid than either conventional teaching or programed instruction because it allows for individual instruction and immediate feedback. To cover the objectives of this course, the CAI program is divided into four cycles, each of which presents seven letters and a few diacritics. This report describes the lessons, the hardware and software requirements, and the procedures employed in authoring and producing the program. Development of the course followed the instructional design model developed at the University of Texas CAI Laboratory. Tryouts of the course showed that its use prevented the usual attrition in attendance which had occurred previously because of the long time required by other methods to teach the writing system. Also the standard deviation for the CAI group was much smaller and the learning gains for slower students were greater enabling them to approach the proficiency of the best students. (JK)

ED 052 604 EM 009 055

Melton, T. R.

IT1: An Interpretive Tutor.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—TR-NL-4

Pub Date May 71

Note—59p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Computational Linguistics, *Computer Assisted Instruction, *Computer Programs, Generative Grammar, Language Instruction, Lexicology, *Program Descriptions, *Reading Instruction, Semantics, Structural Grammar, Syntax

Identifiers—*Interpretive Tutor 1, IT1

A computer-assisted instruction system, called IT1 (Interpretive Tutor), is described which is intended to assist a student's efforts to learn the content of textual material and to evaluate his efforts toward that goal. The text is represented internally in the form of semantic networks with auxiliary structures which relate network nodes to particular sentences of the original text. The data base is completed with the addition of a lexicon, also in network form, which is used to store definitions and work-related syntactic information. A very simple command language is used by the student to request explanations, definitions, or quizzes over a specified set of sentences in the original text. A syntax-directed, natural-language sentence generator derives from the data base a set of simple sentences which preserve the meaning of the text passage specified by the student. The sentences may also be transformed into questions which help the student to evaluate his understanding of the text. A generative grammar and auxiliary functions were developed which produce sentences conforming to standard English practice with limited use of third-person pronouns. A conversational system was implemented in the LISP programing language. Potential applications of the existing system to language instruction are described. (Author)

ED 052 605 88 EM 009 059

Koetke, Walter

Computers in the Classroom: Teacher's Resource Manual for Algebra.

Digital Equipment Corp., Maynard, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston.; Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—134p.

Available from—Digital Equipment Corporation, Educational Marketing (5-2), 146 Main Street, Maynard, Massachusetts 01754 ($3.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Algebra, *Computer Assisted Instruction, Computer Programs, *Mathematics Instruction, Mathematics Materials, Problem Sets, Programing, Remedial Mathematics, *Secondary School Mathematics, *Teaching Guides

Demonstration programs, possible assignments for students (with solutions), and remedial drill programs for students to use are presented to aid teachers using a computer or a computer terminal in the teaching of algebra. The text can be followed page by page or used as a well-indexed reference work, and specific suggestions are made on how and where to use the computer within the schools' present curriculum. Almost all topics discussed are completely self-contained. The order of major topics follows that used in the Modern Algebra series by Dolciani, Berman, and Wooton: arithmetic operations, variables, and sets; solving equations and inequalities in one variable; using the properties of equality, addition, and multiplication when solving equations; negative numbers; solving first degree equations and inequalities; operations with polynomials; and factoring. Sample programs are written using the Digital Equipment Corporation's FOCAL programing language, but they can be translated into any other interactive language that is suitable for student use. The manual is in loose-leaf form and provides a complete index. (Author/JY)

ED 052 606 EM 009 060
Allison, Ronald And Others
Problems for Computer Mathematics.
Digital Equipment Corp., Maynard, Mass.
Pub Date 71
Note—34p.; See also EM 009 064
Available from—Digital Equipment Corporation, Educational Marketing (5-2), 146 Main Street, Maynard, Massachusetts 01754 ($1.25)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Algebra, Arithmetic, *Computers, Geometry, *Mathematical Concepts, *Mathematics Instruction, Numbers, Probability Theory, *Problem Sets, Problem Solving, Statistics, Trigonometry
This booklet contains some 80 problems in mathematics suitable for computer solution. The problems range from very simple to complex. Problems have been included from most mathematic disciplines, including number theory, analytical geometry, probability and statistics, trigonometry, equations, and sequence and limits. For the most part these problems are suitable for solution using an interactive computer language such as BASIC, FOCAL, or APL. A batch language may be used for their solution, but because many problems encourage the student to explore a concept beyond one specific solution, an interactive language is more desirable. Many of the fundamental concepts which these problems explore are introduced in a very simple way (with solutions) in the companion volume (EM 009 064). (Author/JK)

ED 052 607 EM 009 061
BASIC Simulation Programs; Volumes I and II. Biology, Earth Science, Chemistry.
Brooklyn Polytechnic Inst., N.Y.; Digital Equipment Corp., Maynard, Mass.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 31 Jan 71
Note—137p.; Developed by the Huntington Computer Project
Available from—Digital Equipment Corporation, Educational Marketing (5-2), 146 Main Street, Maynard, Massachusetts 01754 ($4.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Biology, Chemical Equilibrium, *Chemistry, Climatic Factors, *Computer Assisted Instruction, *Computer Programs, Concept Teaching, *Earth Science, Genetics, Manuals, Natural Sciences, Program Descriptions, Secondary School Science, Teaching Guides
Computer programs which teach concepts and processes related to biology, earth science, and chemistry are presented. The seven biology problems deal with aspects of genetics, evolution and natural selection, gametogenesis, enzymes, photosynthesis, and the transport of material across a membrane. Four earth science problems concern climates, the formation of cumulus clouds, and water budgets. The 12 chemistry problems take up atomic weight, Avogadro's number, radioactive decay, half-life, equilibrium, mass defect, molarity, pH, percent composition, and mass and volume problems. For each lesson the objectives, necessary preliminary preparation, knowledge prerequisites, ways to use the problem, the computer program, and sample printouts are provided. All programs are written in the language BASIC, and the topics are suitable for the high school level. (JK)

ED 052 608 EM 009 062
BASIC Simulation Programs; Volumes III and IV. Mathematics, Physics.
Brooklyn Polytechnic Inst., N.Y.; Digital Equipment Corp., Maynard, Mass.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 31 Jan 71
Note—223p.; Developed by the Huntington Computer Project
Available from—Digital Equipment Corporation, Educational Marketing (5-2), 146 Main Street, Maynard, Massachusetts 01754 ($4.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, *Computer Programs, Manuals, *Mathematics Instruction, *Physics Instruction, Program Descriptions, Secondary School Mathematics, Simulation, *Teaching Guides
The computer programs presented here were developed as a part of the Huntington Computer Project. They were tested on a Digital Equipment Corporation TSS-8 time-shared computer and run in a version of BASIC. Mathematics and physics programs are presented in this volume. The 20 mathematics programs include ones which review multiplication skills; solve financial problems concerning installment buying, long term loans, and savings accounts; find prime factors; find solutions to sets of up to 10 simultaneous equations; simulate the stock market; and find the volume of solids of revolution. The 21 physics programs include a plot routine illustrating the B field about one- and two-wire currents, a display of hydrogen line spectrum and energy level diagrams, a solution to lens problems, a calculation of mass defect, a photoelectric simulation, a plot routine to aid in visualizing Snell's law, a demonstration of the effects of changing velocity on orbital motion, and a plot routine for a graph of a fixed and a variable wave and the superposition of the waves. For each complete program the following information is also included: a description of the program, a statement of objectives, a discussion of presentation methods, and a sample printout. (JY)

ED 052 609 EM 009 063
BASIC Simulation Programs; Volumes V and VI. Social Studies, Teacher Assistance.
Brooklyn Polytechnic Inst., N.Y.; Digital Equipment Corp., Maynard, Mass.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 31 Jan 71
Note—69p.; Developed by the Huntington Computer Project
Available from—Digital Equipment Corporation, Educational Marketing (5-2), 146 Main Street, Maynard, Massachusetts 01754 ($3.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Class Average, *Computer Assisted Instruction, *Computer Programs, Concept Teaching, *Economics, *Grading, *Item Analysis, Manuals, Measurement, Program Descriptions, Social Studies, Teaching Guides
Five computer programs which teach concepts and processes related to social studies (in the main, economics) are presented. The subjects of the programs are the distinction between balance of trade and balance of payments; installment buying, loan payments, and savings accounts; flow of goods, services, and money between business and the consumer; economic depression and equilibrium; and the stock market. For each lesson the objectives, necessary preliminary preparation, knowledge prerequisites, ways to use the problem, the computer program, and a sample printout are provided. The programs are suitable for use at the high school level. The volume also contains several programs to help the teacher compute and analyze students' grades. These programs average grades, print frequency distributions, and analyze the items missed most frequently. All programs are written in the language BASIC. (JK)

ED 052 610 EM 009 064
BASIC Application Programs. Set 1 (15 Programs); Set 2 (19 Programs); Set 3 (12 Programs).
Digital Equipment Corp., Maynard, Mass.
Pub Date 71
Note—Set 1, 33p.; Set 2, 42p.; Set 3, 26p.
Available from—Digital Equipment Corporation, Educational Marketing (5-2), 146 Main St., Maynard, Mass. 10754 (set 1, $1.00; Set 2, $1.25; Set 3, $0.75)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Algebra, Arithmetic, Biology, *Business Subjects, Chemistry, *Computer Assisted Instruction, *Computer Programs, Concept Teaching, Ecology, Electronic Data Processing, Electronics, Games, Geometry, Mathematics, Physics, Program Descriptions, Risk, *Sciences, Social Studies, Statistics
The programs in these three booklets are designed to demonstrate how the computer can be applied to the problems of many disciplines. The problems and the corresponding computer programs are, for the most part, quite simple and are designed to be "jumping-off points" for students from the high school level up. Programs include one or more from each of the following areas: mathematics (calculating, algebra, geometry, plotting), statistics, physics, chemistry, biology, ecology, social studies, electricity and electronics, business, and games (slot machine or one-armed bandit). In addition to the computer program, the source, a description of the program, a discussion of the approach used in solving it, a sample printout, and the educational benefits are listed for each problem. The language BASIC is used for all programs. (Author/JK)

ED 052 611 EM 009 066
Weisgerber, Robert A.
Perspectives in Individualized Learning.
Pub Date Jun 71
Note—406p.
Available from—F. E. Peacock Publishers, Inc., 401 West Irving Park Road, Itasca, Illinois 60143 ($9.50, paperback $6.50)
Document Not Available from EDRS.
Descriptors—Behavioral Objectives, Biology Instruction, Computer Assisted Instruction, Educational Games, Educational Objectives, *Individual Differences, *Individualized Instruction, *Instructional Innovation, Instructional Materials, Instructional Media, *Instructional Technology, Intelligence Level, Learning Theories, Media Selection, Programed Instruction, Program Evaluation, Reading Instruction, Student Teacher Relationship, Teacher Education, *Teaching Methods
The readings presented here are an analysis of selected factors underlying the process of individualized learning. The book is organized topically and moves from theoretical considerations toward an analysis of important educational components. The readings come from a cross section of experts representing the areas of learning theory, individual differences, measurement and evaluation, educational objectives, teacher roles, learning activities, facilities, technology, and computer systems. Each chapter is prefaced with an introduction by the editor. Chapter topics include: underlying assumptions concerning the need for individualized learning, mental abilities as a possible basis for individualization, the impact of individual differences on reading, the measurement and accommodation of individual differences, educational objectives, evaluation, the changing role of the teacher, individualized and interactive learning activities, the instructional environment, and computer-assisted instruction. Sample selections are a discussion of the implications of learning research on independent learning by Robert M. Gagne, suggestions for adapting instructional methods to individual differences by Lee J. Cronbach, and a program evaluation using a critical application of a school district's educational model by Charles L. Jenks. A subject index is provided. (JY)

ED 052 612 EM 009 067
Weisgerber, Robert A.
Developmental Efforts in Individualized Learning.
Pub Date Jun 71
Note—361p.
Available from—F. E. Peacock Publishers, Inc., 401 West Irving Park Road, Itasca, Illinois 60143 ($9.50, paperback $6.40)
Document Not Available from EDRS.
Descriptors—Biology Instruction, College Instruction, Computer Assisted Instruction, *Demonstration Programs, Educational Improvement, Elementary Education, Geography Instruction, Independent Study, *Individualized Instruction, *Individualized Programs, Instructional Programs, Management Information Systems, *Program Descriptions, *Program Development, Programed Instruction, Program Evaluation, Secondary Education, Teacher Education
Identifiers—*Individually Prescribed Instruction, IPI, *Program for Learning in Accordance with Needs, Project PLAN
The readings presented here survey the state of the art in individualized learning as of 1970. They are directly concerned with operational approaches and include descriptions of national systems for the individualization of learning, descriptions of approaches tried in particular schools and colleges, and a look into the future of education as it would be influenced by individualized learning. Illustrations of individualized learning in practice, samples of materials used, and diagrams suggesting various methods of organization round out the picture of current practice in individualized instruction. Several

readings are devoted to two national individualized instruction systems, Project PLAN (Program for Learning in Accordance with Needs) and IPI (Individually Prescribed Instruction). A number of individualized programs in use in elementary and secondary schools and in colleges and universities are described more briefly. An article by John I. Goodlad projects the effect of the individualized learning concept on the future of education. The editor provides an introduction to each section, and a subject index is supplied. (Author/JY)

ED 052 613 EM 009 068
Horkheimer, Mary Foley, Comp. *Diffor, John C., Comp.*
Educators Guide to Free Filmstrips. Twenty-Third Edition.
Pub Date 71
Note—162p.
Available from—Educators Progress Service, Inc., Randolph, Wisconsin 53956 ($8.50)
Document Not Available from EDRS.
Descriptors—Aerospace Technology, Agriculture, Athletics, Business Education, *Catalogs, Communications, Driver Education, *Filmstrips, Geography, Guidance, Health Education, History, Home Economics, Industrial Arts, Interior Design, *Resource Guides, Safety Education, Sciences, *Slides, Social Problems, *Transparencies, Transportation

A total of 453 titles of filmstrips, slide sets, and sets of transparencies available free of charge to educators are listed in this guide. More than 20,000 separate frames are offered from 95 sources. Twenty of the filmstrips may be retained permanently by the borrower. The films cover topics in the fields of accident prevention, aerospace education, agriculture, art and handwork, business education, communications and transportation, driver education, geography, guidance, health and social hygiene, history, home economics, foods, interior design, industrial arts, science, social problems, and sports. The catalog lists the filmstrips alphabetically by title under the appropriate subject category, provides an annotation, and tells whether the filmstrip is silent or sound, in color or black-and-white, number of frames, date of release, and the agency from which it is available. The guide suggests ways to use filmstrips and procedures for booking free filmstrips. It provides a title index, a subject index, source and availability index, and a Canadian source list. The source and availability index describes the conditions of loan and the length in advance that filmstrips must be reserved. (JY)

ED 052 614 EM 009 069
Directory of Communication Organizations 1970-71.
Wilkes Coll., Wilkes-Barre, Pa.
Pub Date Nov 70
Note—114p.
Available from—Council of Communication Societies, P.O. Box 1074, Silver Spring, Maryland 20910 ($2.00; to Organizations, $7.50)
Document Not Available from EDRS.
Descriptors—Broadcast Industry, *Communications, *Directories, International Organizations, Journalism, *Mass Media, *National Organizations, *Professional Associations, Publishing Industry, Radio, Research and Development Centers, Telecommunication, Television

Over 60 associations and societies in the field of communication are listed in this directory. In addition to the name, address, and telephone number of the organization, the directory briefly notes its officers, background, purposes, activities, chapters, publications, membership requirements, annual dues, membership benefits, and scheduled meetings. Several other communications associations are also listed for which only names and addresses were available at the time of publication. Twenty-eight communications centers are also listed, along with the name of their director, mission, subject coverage, and publications, and 32 other communication centers are listed by name and address only. An index to the various organizations and a short statement on the history and purpose of the Council of Communication Societies is also provided. (JY)

ED 052 615 EM 009 071
Howes, Virgil M.
Individualization of Instruction: A Teaching Strategy.
Pub Date 70
Note—243p.
Available from—The Macmillan Company, 866 Third Avenue, New York, N.Y. 10022
Document Not Available from EDRS.
Descriptors—Disadvantaged Youth, *Elementary Education, Grouping (Instructional Purposes), Independent Study, *Individualized Instruction, Individualized Programs, *Individual Needs, Personality, *Program Descriptions, *Teaching Methods

The readings presented here are the result of a review of numerous professional journals (dating from 1960 on), curriculum bulletins, other publications by district and county offices, and addresses and materials prepared for workshops and conferences. The materials chosen were felt to be the most significant descriptions of individualization as a general teaching strategy in terms of classroom application and day-to-day schooling. The readings are grouped into three sections: what is individualization, why individualize, and descriptions of individualized programs and practice. An essay by the editor introduces each section. Some of the contributing authors are: Robert Glaser, Paul Goodman, Dwight W. Allen, and Ashley Montagu. Some sample topics are: the quest for self, open structure learning, a climate for individuality, the gentle art of nonteaching, self-directed group work in the elementary school, and differentiating instruction for disadvantaged students. (JY)

ED 052 616 EM 009 076
Technological Augmentation of Human Cognition: An Interdisciplinary Review.
Smithsonian Institution, Washington, D.C.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Pub Date 15 Jun 71
Note—43p.; Prepared by the Interdisciplinary Communications Program Staff
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Artificial Intelligence, Cognitive Processes, *Computer Assisted Instruction, *Computers, *Conference Reports, Educational Development, Educational Technology, Electromechanical Aids, *Instructional Design, Instructional Innovation, *Interdisciplinary Approach

A series of five interdisciplinary conferences held over a two-year period explored new teaching and training concepts and methodologies which offer powerful, symbiotic means of augmenting human cognition. The basic discussion points of the conferences are summarized. It was felt that the conferences were significant in that they brought together participants with diverse backgrounds and focused on a substantive concept--Technological Augmentation of Cognition (TAC). A TAC system was defined as a system capable: of extending and complementing the human mind's natural learning skills; of making each student more aware of his own learning skills; and of making each student more aware of his own learning processes than is presently possible and so motivating him to improve these processes. Twelve major TAC problems were identified, and design requirements for a TAC system were established which emphasized the need for planning and cooperation among the many TAC projects now extant. Conferees warned against the "trivial use" of computers, that is, use which does not exploit the computer's full capabilities. Two action programs were completed which consisted of a popular monograph and a proposal for a TAC museum exhibition. A list of conference participants is appended. (JY)

ED 052 617 EM 009 077
Merzbach, Uta C.
Of Levers and Electrons and Learning and Enlightenment: Technological Augmentation of Cognition in the United States Since 1776.
Smithsonian Institution, Washington, D.C.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Pub Date 71
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, Cognitive Processes, Computers, *Educational History, *Educational Technology, Educational Theories, *Exhibits, Foundations of Education, *Instructional Aids, Instructional Media, Learning Theories, Teaching Machines, *Technological Advancement

An extensive historical background for an exhibition dealing with the technological augmentation of human intellect is presented. The main theme underlying the discussion is the changing concept of cognition in the last 200 years. Five main views of the learning process are traced as they developed in philosophy and in practical application: the technology of facts (1776-1876), the technology of processes (1876-1925), the technology of communication (1926-1959), the technology of machines (1951-1970), and the technology of man (1971-?). It is suggested that present-day technology can be used to achieve more than the acquisition of facts; by drawing on historical and new results, it may be possible to learn to use technology to enrich the manifold aspects of cognition. A large scale exhibition is described which would trace the evolving aspect of educational technology by showing the various devices which have been used in the process of education. The devices range from hornbook to the computer. Some possible modifications to the exhibition are suggested for locations where there is not sufficient original source material. These include the use of holograms, audiovisual devices, and computer simulations. A list of references is presented together with a guide which annotates the references as a group. (JY)

ED 052 618 EM 009 078
Magliaccio, May
Filmstrip Projector Catalog.
Free Library of Philadelphia, Pa.
Pub Date Jan 71
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Catalogs, *Filmstrip Projectors, *Projection Equipment

Filmstrip projectors offered by thirteen manufacturers are described in this catalog. The projectors are listed alphabetically by manufacturer. In most cases the catalog first lists the features and technical specifications of a given line of projectors. It then notes the additional options available on each model in the line together with the model's price. A directory lists the names and addresses of the manufacturers. (JY)

ED 052 619 EM 009 079
Diamond, Robert M. *And Others*
An Individualized Approach to Music For the Non-Music Major.
State Univ. of New York, Fredonia. Coll. at Fredonia.
Spons Agency—State Univ. of New York, Albany.
Report No—R-7
Pub Date Jun 71
Note—136p.; Portions of paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Philadelphia, Pa., March 22-26, 1971)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavioral Objectives, *Course Descriptions, Course Evaluation, *Curriculum Development, Dial Access Information Systems, Films, Learning Laboratories, *Multimedia Instruction, *Music Education, Phonotape Recordings, *Programed Instruction, Programed Texts, Slides, Student Attitudes, Systems Approach, Video Tape Recordings

The entire course of study in the one-semester music appreciation course intended for the nonmusic major was redesigned, using a systems approach, to meet a series of pre-stated instructional objectives and to be sensitive to the individual differences of students. To permit maximum flexibility and individualization, the course consisted of a series of well defined, self-contained instructional units, grouped homogeneously into modules. The four basic modules, each of approximately three and one-half weeks in length, covered prerequisites, instrumental forms, vocal forms, and current popular music forms. A wide variety of resources, both human and material, were used, including the learning laboratory, a dial access system, text books, tape slide sequences, videotapes, programed texts with audio, audio units, multi-screen presentation, a student manual, student and faculty performers, and media specialists. An evaluation of the course showed that it was well-liked by students, efficient in both student and faculty time and space utilization, and effective in overcoming the differences between students without any musical background and thus with training in music. The phases of course development, testing, and

evaluation are described. Selected pages from the student manual, course revisions, and related results are presented. (JY)

ED 052 620 EM 009 080
Educational Research: European Survey 1970. Volume II; Denmark, Finland, Ireland, Norway.
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Pub Date Mar 71
Note—133p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Comparative Education, Educational Finance, *Educational Policy, *Educational Research, Educational Researchers, Government Role, International Organizations, National Organizations, National Programs, *National Surveys, Policy Formation, Research and Development Centers, Research Coordinating Units, *Research Projects, Research Reviews (Publications), Surveys
Identifiers—*Denmark *Norway, *Finland, *Ireland
Under the guidance of the Council of Europe's ad hoc Committee for Educational Research, a survey was conducted in 1970 to provide detailed yet concise information on the educational research policy of member governments, on the main educational research organizations, and on the major educational research projects reported or in progress at that time. This was the second such survey, the first one having been completed in 1968. In this second volume of the report, Denmark, Ireland, Finland, and Norway are covered. Each country responded to a detailed questionnaire which inquired into the nature of stimulation, coordination, finance, and priority areas of each country's official educational research organizations, as well as the history, structure, funding, staff, and current activities of these organizations. Information is also provided on educational research projects that are carried out by organizations not primarily concerned with educational research. (JY)

ED 052 621 24 EM 009 081
Sass, Richard E.
A Computer-Based Instructional Management Program for Classroom Use.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-13
Bureau No—BR-5-0253
Pub Date May 71
Contract—OEC-4-10-158(010)
Note—76p.; Thesis submitted to the School of Education of Pittsburgh University
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, *Computer Programs, Course Organization, *Curriculum Design, Data Bases, Elementary Science, Individualized Instruction, *Individualized Programs, *Learning Activities, Models
An instructional management program was developed to assist students in selecting learning activities. The program was based on a general model for specifying hierarchical curriculum structure. This model was developed using the directed graph, a mathematical form of a structural model. A hierarchy could then be generated from the curriculum designer's responses about the prerequisite relationships among the lessons in his curriculum. Using a student mastery data base, programs were designed to input data on a student's mastery of lessons, list data, and putput options for learning activities for students. The program to provide options eliminated lessons which students had already mastered and printed out an option only if all its prerequisites had been mastered. Also, feedback about activities chosen was returned to the designer. Flowcharts for these programs are included. Field tests of the programs in a first-grade science class led to the conclusion that its future application requires mature students, a relatively free instructional setting, a quick and reliable computer system, outside financing, close ties to classroom management, and a structured curriculum based on well defined objectives. (Author/JK)

ED 052 622 EM 009 082
Center for Computer Sciences and Technology.
National Bureau of Standards (DOC), Washington, D.C.
Report No—NBS-SP-340
Pub Date 71
Note—13p.; Reprint from NBS Technical Highlights Fiscal Year 1970
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (431-997/276
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Agencies, *Agency Role, *Automation, Computer Based Laboratories, Computer Output Microfilm, Computers, *Computer Science, Electronic Data Processing, Federal Government, Information Processing, *Information Services, *Research and Development Centers, Research Projects, Technological Advancement
Identifiers—CCST, *Center for Computer Sciences and Technology, National Bureau of Standards
Functions of the Center for Computer Sciences and Technology (CCST), a national center for computer research and development for the United States government, are described. CCST provides computer and related services to the National Bureau of Standards of which it is a part and to other government agencies on a cost-reimbursable basis. The Office of Computer Information, within the CCST, has developed an information management system, classifies computer information by concept, and provides an information service on computers and their applications. The Center has set up standards for federal information processing and provides consultation, technical assistance, and advisory services to other government agencies concerning laboratory automation, automated accounting, remote computer graphics, and specialized input/output equipment. Research and development have been initated on performance measurement of remote access computer systems, teletypewriter terminal design, a pharmacological information system, communications network planning, a data definition language, and interactive programing. (JK)

ED 052 623 EM 009 084
Frederiksen, Herbert Allan
Santa Cruz Community Service Television Project.
Pub Date 71
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cable Television, Community Involvement, *Community Programs, *Program Descriptions, Programing (Broadcast), Television, Video Equipment, *Video Tape Recordings
Identifiers—*Santa Cruz Community Service Television Project
A non-profit corporation, called the Santa Cruz Community Service Television Project (S.C.C.S.T.P.), is proposed that would produce videotape for the purpose of intra-community communication. The corporation would use portable videotape equipment to record a variety of community programs, such as an ecological history of the Monterey Bay area, the weekly meeting of the board of supervisors, community service messages, and public school student videotape productions. The S.C.C.S.T.P. would enable the local cable television company to meet the Federal Communications Commission order compelling all community cable systems with over 3,500 subscribers to begin their own programming of local community origination as of April 1, 1971. The Project would also provide a variety of means of direct community involvement including a media and television workshop open to the public, an equipment rental service, and a videotape library. A production budget is proposed, and the videotape hardware necessary to implement the project is listed. (JY)

ED 052 624 EM 009 085
Films: 1971/72 Catalog of Films, Film Loops and Filmstrips for Schools, Colleges and Libraries.
Learning Corp. of America, New York, N.Y.
Pub Date 71
Note—127p.
Available from—Learning Corporation of America, 711 Fifth Avenue, New York, N.Y. 10022 ($1.50)
Document Not Available from EDRS.
Descriptors—American History, *Catalogs, Cultural Education, Environmental Education, *Films, Filmstrips, Film Study, Fine Arts, Instructional Films, *Language Arts, Literature, Reading Readiness, Social Problems, *Social Studies, Sound Films, *World History
The films in this catalog are available for sale or rent from Learning Corporation of America. For elementary grades, films are available for use in the language arts and social studies classes. For junior and senior high, college, and adult courses, films are listed for instruction in art, music, and dance; environmental studies; United States history; world history and culture; social comment; literature and drama; and film as art. Each film is illustrated with one or two stills from the film, and a short synopsis, the running time, and price are included. A subject index and an alphabetical title index are provided. Also listed are filmstrips and film loops for use with primary and younger children. Filmstrip subjects include animals, the sea, basic concepts in social studies, listening, story telling, and preparation for reading. Filmstrips on inventions and technology in American history are intended for intermediate grades through high school. (JK)

ED 052 625 EM 009 086
Smith, Delbert D.
International Telecommunication Control: International Law and the Ordering of Satellite and Other Forms of International Broadcasting.
Pub Date 69
Note—231p.
Available from—Humanities Press, Inc., 303 Park Avenue, South, New York, N.Y. 10010 ($9.00)
Document Not Available from EDRS.
Descriptors—Censorship, *Communication Satellites, Foreign Relations, *International Organizations, *Laws, Radio, Sanctions, *Telecommunication, Television, World Affairs, *World Problems
Identifiers—INTELSAT, *International Telecommunication Union, ITU
The need for and the available alternatives for international telecommunication controls are examined, and a functional approach to this area of law is offered. Information from a number of areas is collected and examined as it relates to the basic problem. These areas include general principles of international law, the activities of the International Telecommunication Union (ITU) and other organizations, unauthorized international telecommunication and the applicable control theories and legislation, regional broadcast groupings and national policy alternatives, and the problems created by satellite telecommunication. The elements and stresses of the ordering process are considered in terms of the goals of world order and stability. Proposals are made which emphasize a "harmful effects" doctrine and the desirability of an International Broadcasting Commission which would utilize determinative criteria for the evaluation of international transmissions. Lengthy statements from the United Nations and the ITU concerning outer-space telecommunication, a bibliography, and a subject index supplement the text. (Author/JY)

ED 052 626 EM 009 088
Mattingly, Grayson Smith, Welby
Introducing the Single Camera VTR System.
Pub Date 71
Note—97p.
Available from—Smith-Mattingly Productions Ltd., P.O. Box 31095, Washington, D.C. 20031
Document Not Available from EDRS.
Descriptors—*Closed Circuit Television, Equipment Standards, Interviews, Microphones, Microteaching, *Performance Specifications, Photographic Equipment, *Production Techniques, Sound Tracks, *Video Equipment, *Video Tape Recordings
This basic manual designed to introduce helical scan videotape recording is written in nontechnical style. The operating principles of videotape recording are explained, and practical standards for selecting basic equipment for a single camera system are suggested. This includes cameras, camera supports, lenses, cables, tape recorders, monitors, and microphones. Hooking up and operating the system is explained in simple terms. Several activities which make use of videotape recording and can be used to familiarize the novice with his new system are outlined in a step-by-step fashion, including slide/tapes, recording movies, interviews, editing, microteaching, and role playing. The book is intended for novices in videotape recording. (JK)

ED 052 627 EM 009 098
Tira, Daniel Edward
An Introduction to the Theory and Application of the ProductMoment Family of Correlations Via a Computer Assisted Instructional System.
Ohio State Univ., Columbus. Coll. of Education.
Pub Date 70
Note—222p.; Thesis submitted to the College of Education of Ohio State University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-19,372, Microfilm $4.00; Hard copy $10.15)
Document Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, Correlation, *Curriculum Development, *Doctoral Theses, Program Design, *Program Evaluation, Programing, *Statistics
A developmental study was conducted to produce a computer-assisted instruction (CAI) program on the product-moment family of correlations. The first phase in the development was the definition of the requirements of the developmental process which serve as guidelines. In the design phase, the specific topics to be treated in the program were compiled and expressed in narrative form. The production phase transformed the narrative of the design stage into an interactive dialogue characteristic of CAI. An evaluation phase sought to determine the conceptual inadequacies of the program and its effectiveness in presenting the statistical concepts. Ten students reviewed the course and completed an evaluative questionnaire. These students were divided into three classes, depending on their level of understanding of fundamental statistical concepts. The CAI course proved effective for the two lowest classes of students, although certain of the concepts in the program were identified as being unclearly presented. (Author/JY)

ED 052 628 24 EM 009 100
Block, Karen K. And Others
Drill-And-Practice in CAI Spelling: Word Ratings and Instructional Treatment. Project Interim Report Number 1.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0253
Pub Date Apr 71
Contract—OEC-4-10-158(010)
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Auditory Discrimination, *Computer Assisted Instruction, *Predictor Variables, *Spelling, *Spelling Instruction, Teaching Methods
A pilot study investigated the role of one response index (specifically, subject's ratings of their spelling accuracy) that was presumed to be predictive of the amount of practice needed to acquire the spelling of a word and gathered data relevant to the nature of practice needed on a word. The study was conducted to aid in the design of a drill-and-practice, computer-assisted instruction (CAI) spelling program that would complement some recently developed tutorial CAI spelling programs and, at the same time, would expand the range of the spelling curriculum taught via CAI. A brief overview of the interface between tutorial CAI spelling and drill-and-practice CAI spelling serves to introduce the study. Elementary school students were asked to rate themselves on how well they thought they could spell a word after hearing the word spoken. They were then asked to spell the word. The students appeared to be able to predict accurately those words that they could not spell correctly, but were not able to predict from auditory input alone the words they could spell correctly. An examination of this data, together with the results of a survey of the spelling strategies used by the subjects, has implications for the design of instructional programs. (JY)

ED 052 629 EM 009 101
Birmingham, Francis Richard, Jr.
Instructional Television Fixed Service: Assessment of the Technical and Educational State of the Art.
Catholic Univ. of America, Washington, D.C. School of Education.
Pub Date 70
Note—422p.; Thesis submitted to the school of Education of the Catholic University of America
EDRS Price MF-$0.65 HC-$16.49
Descriptors—Closed Circuit Television, Colleges, Demonstration Projects, Directories, *Doctoral Theses, Educational History, Federal Government, *Fixed Service Television, *Instructional Television, *Literature Reviews, Parochial Schools, Public School Systems, *Television Surveys, Universities
Identifiers—FCC, *Federal Communication Commission
Instructional Television Fixed Service (ITFS) is comprised of 31 television channels in the 2500-2690 MHz frequency range reserved by the Federal Communication Commission (FCC) for use by educational institutions and organizations. This study delineates the history of instructional television with special reference to ITFS and provides a consideration of the relationships among various alternate methods of television distribution. Conclusions regarding the state of the art of ITFS are based on the author's survey of the present ITFS licensees and applicants, interviews with persons involved in various aspects of ITFS utilization, and personal visits to individual ITFS systems. Survey results are geographically depicted to indicate comparisons among systems in terms of size, staff, equipment, budget, and utilization. The study provides statistical profiles of the 65 ITFS systems on the air in April 1970 and a directory of persons responsible for individual systems. Appendixes include tables of frequency assignments, information on private users of the ITFS band, and FCC application procedures. The author concludes that the problems of ITFS stem more from the administrative and educational structure than from any deficiency in the bases engineering capabilities of ITFS. A series of suggestions to remedy these problems is listed. (Author/JY)

ED 052 630 EM 009 104
Computer Applications in Dental Education. A Conference Report.
National Institutes of Health (DHEW), Bethesda, Md. Div. of Dental Health.
Pub Date 71
Note—203p.; Proceedings of a conference on Computer Applications in Dental Education (San Francisco, California, October 29-31, 1969)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Clinical Experience, College Admission, *Computer Assisted Instruction, *Computer Oriented Programs, *Conference Reports, Dental Schools, *Dentistry, Health Services, Linear Programing, *Medical Education, Research Projects, Simulation, Student Evaluation
In the first section of this book, seven papers are presented which were given at the working conference on Computer Applications in Dental Education held in San Francisco in October 1969. Three of the papers are statements by educators (Lawrence M. Stolurow, Ralph E. Grubb, and John A. Starkweather) who have been active for several years in the area of computer-assisted instruction (CAI) outside the context of dental education. The remaining papers deal with the use of computers in four areas of dental education: admissions, instructions, dental school operations, and evaluation of clinical course work. In the second section, along with brief reports on the four conference discussion groups, summaries are presented of computer projects in progress at the dental schools represented at the conference. The project summaries are divided into four areas of application: Admissions and academic evaluation, CAI, dental school operations and educational administration, and student evaluation in clinical course work. The types of projects summarized include computer assistance in the admission process, automated scanning analysis of dental X-rays, development of an automated dental training simulator, and computerized student evaluation systems. A directory of conference participants includes a brief indication of the computer system, areas of application, and project status of each conference. (Author/JY)

ED 052 631 24 EM 009 110
Tobias, Sigmund
The Effect of Sequence and Familiarity With Subject Matter In Achievement From Programed Instruction. Final Report.
City Univ. of New York, N.Y. City Coll.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-B-100
Pub Date Jul 71
Grant—OEG-2-9-420100-1056(010)
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anxiety, Interaction, *Intermode Differences, Performance Factors, Program Content, *Programed Instruction, *Sequential Approach, *Verbal Ability
The effect on achievement of sequential organization of subject matter in programed instruction, the interaction of sequence with verbal ability, and the effect of two types of anxiety on learning were examined in this study. Subjects were randomly assigned to either a group in which program frame sequence had been scrambled by means of a table of random numbers or to a group in which the program frames were logically sequenced. Two programs dealing with heart disease were employed: one program contained material of some familiarity to the subjects and the other contained technical content which was new to the subjects. The results indicated that, as expected, the type of sequence caused significant differences in achievement on the unfamiliar materials but not on familiar content. Interactions between sequence and verbal ability were not found, though there was some evidence for triple interactions among sequence, verbal ability, and anxiety. The results provided further evidence that a pupil's prior familiarity with subject matter may be an important moderating variable in determining which instructional mode or type of content organization leads to superior achievement. (Author/JY)

ED 052 632 24 EM 009 111
Manion, Raymond C. Gilbert, Katherine E.
Nationwide Survey of Data Processing in State Education Agencies.
Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2876
Pub Date Oct 70
Contract—OEC-3-7-0602876-3076
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Oriented Programs, Computers, *Electronic Data Processing, Electronic Equipment, *Equipment Utilization, Expenditures, *National Surveys, *State Departments of Education, Statewide Planning
A survey was conducted to determine the extent to which electronic data processing (EDP) equipment is used by state education agencies, to define the applications being made of EDP equipment by state education agencies, and to estimate future activities required of state education agencies for systematic analysis of management information. The information was collected via telephone survey, personal interview, and content analysis of government documents. It was found that: 54% of the states have an onboard computer; 30% of the state education agencies use the state computer; 90% of the state education agencies have a computer available for data processing; 59% of the states use IBM equipment; the average annual cost for computer services is $309,000; and the four most common computer applications are teacher certification, apportionment of state funds, budget accounting for school districts, and personnel files for school districts. The results of the survey suggest that state education agencies must consider ways in which each one can retain current and accurate statistical, financial, and demographic information to reduce reporting requirements in local schools. (Author/JY)

ED 052 633 24 EM 009 113
Johnson, Mauritz Posner, George J.
Testing the Effect of Verbal-Quantitative Aptitude Discrepancy On the Learning of Deductive Reasoning Through Programmed Instruction. Final Report.
State Univ. of New York, Albany. Research Foundation.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-B-054
Pub Date Feb 71
Grant—OEG-2-9-520054-1033(010)
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Ability Grouping, Abstract Reasoning, Aptitude, *Critical Thinking, Individual Differences, Individualized Instruction, *Intermode Differences, Logical Thinking, Low

Ability Students, *Nonverbal Ability, *Programed Instruction, Symbolic Learning, *Verbal Ability

An experiment was conducted to investigate three topics of current interest in education: critical thinking, programed instruction, and aptitude-treatment interaction. Thirty college students and 31 ninth graders with extreme discrepancies between their verbal and quantitative aptitude scores were taught eight principles of class reasoning by random assignment to one of two versions of a programed instruction unit. One version contained verbal examples and scientific terminology; the other substituted letter symbols for the scientific words. It was hypothesized that if adaptation of instruction to individual differences is an efficacious practice, then students who were highly verbal would learn better from the verbal program version and students with low verbal aptitude would benefit from the symbolic version. Although there was a slight tendency in the hypothesized direction, in no instance was the interaction between program version and discrepancy type significant at the .05 level. However, it was demonstrated that class reasoning principles can be taught by means of a relatively short instructional program and that such instruction will transfer to understanding of conditional reasoning principles. (Author/JY)

ED 052 634 EM 009 114

Pannett, W. E.

Dictionary of Radio and Television.

Pub Date 67

Note—373p.

Available from—Philosophical Library, 15 East 40th Street, New York, N.Y. 10016 ($15.00)

Document Not Available from EDRS.

Descriptors—Communication Satellites, *Dictionaries, Electric Circuits, Electronics, Facsimile Transmission, Instrumentation, Lasers, Radar, *Radio, Semiconductor Devices, Telecommunication, Telephone Communication Systems, *Television, Transistors, Video Equipment

This dictionary presents definitions of both the well-established terms and many new ones that have come into use with the advances that have taken place in the fields of radio and television. In many cases extended definitions are given in order to describe briefly elementary principles and circuits, while newer and more complex devices and systems are described in even greater detail where necessary to make clear the underlying principles or modes of operation. S ubjects extensively covered include: radiotelephones and radiotelegraphy; monochrome and color television; facsimile transmission; radio direction finding; receivers and transmitters; transistors; semiconductor and thermionic devices; audio and high fidelity reproduction; aerials, transmission lines, and waveguides; microwave techniques and tubes; communication satellites; propagation; television cameras; measuring instruments; and general electrical and radio terms. Also included are basic terms in the fields of radar, radio navigation, radio astronomy, studio equipment, and lasers. To supplement the definitions, a list of technical abbreviations is appended together with several useful tables. (JY)

ED 052 635 EM 009 116

Levien, Roger E., Ed.

Computers in Instruction: Their Future for Higher Education.

Rand Corp., Santa Monica, Calif.

Spons Agency—Carnegie Commission on the Future of Higher Education, Berkeley, Calif.; National Science Foundation, Washington, D.C.

Report No—R-718-NSF-CCOM-RC

Pub Date Jul 71

Note—225p.; Proceedings of a conference on Computers in Instruction: Their Future for Higher Education, Santa Monica, California, October 1-3, 1970

Available from—Communications Department, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (HC $5.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Computer Assisted Instruction, *Computers, *Conference Reports, Consortia, Cost Effectiveness, *Educational Planning, *Educational Technology, *Higher Education, Instructional Materials, Publishing Industry, Regional Cooperation, Time Sharing

The goal of this conference was not exchange of information, but rather, identification of the decisions that should be made by higher education, industry, and government to facilitate the valid growth of the instructional use of the computer. Four major questions concerned the conferees: What will be the computer's capabilities and cost? How will computer services be provided to the campus? How will instructional materials be provided? and How will higher education be affected by instructional computer use? The reports of the conference sessions are divided into three sections; first, discussions of the range of possible answers to the major questions; second, reports on the recommendations developed by the several studies of instructional computer use that are currently under way or have been recently completed; and third, specific recommendations for higher education, industry, and government. (JY)

ED 052 636 EM 009 117

Tenth Report By the International Telecommunication Union on Telecommunication and the Peaceful Uses of Outer Space.

Pub Date 71

Note—119p.; Booklet No. 8

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Communication Satellites, Developed Nations, Developing Nations, *International Organizations, International Programs, *National Programs, Technological Advancement, *Telecommunication

Identifiers—*International Telecommunication Union

Reports are presented on the 1970-71 activities of the General Secretariat of the International Telecommunication Union, the International Frequency Registration Board, the International Radio Consultative Committee, and the International Telegraph and Telephone Consultative Committee. In addition progress in the field of space communications made during the year 1969 in 39 nations throughout the world is described and the text of the resolution on international cooperation in the peaceful uses of outer space adopted by the United Nations at its 25th session is given. (JY)

ED 052 637 EM 009 118

Walker, Gerald S. Gardner, Edward M.

Application of Computers in Educational and Training Systems: A Survey of Computer-Assisted Instructional Centers.

Air Force Human Resources Lab., Lowrey Air Force Base, Colo.

Report No—AFHRL-TR-70-24

Pub Date Dec 70

Note—32p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Computer Assisted Instruction, C Omputer Graphics, *Demonstration Centers, Display Systems, *Input Output Devices, *Programing Languages, Simulation, *Surveys, Training Laboratories

In an effort to gain an overview of the application of computer technology in education and training, to identify areas requiring additional research, and to identify potential application areas for use in technical training, field visits were made to representative military and civilian institutions which are using the computer in instructional programs. A review of the recent research literature and computer equipment manufacturers' technical data was also conducted. The primary focus of the study was on the terminal devices available for use in a training system and on the software required for effective use of a computer in a training environment. Several computer terminals used in computer assisted instruction (CAI) are discussed and computer-controlled audio presentation is described. Programing languages which have been used in CAI are categorized into four groups: general-purpose problem languages, extended problem languages, interactive terminal problem languages, and author-student problem-oriented languages. A typical language from each category is examined. On the basis of their survey, the authors make some suggestions regarding terminal devices, programing languages, and areas for further research. (JY)

ED 052 638 EM 009 119

Morgan, Robert P. And Others

Application of Communications Satellite to Educational Development; An Overview of the Washington University Program.

Washington Univ., St. Louis, Mo.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date Jul 71

Note—36p.; Paper presented at the International Colloquium on Educational Satellites (National Center for Spatial Studies, Nice, France, May 3-7, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communication Satellites, Educational Needs, Educational Planning, *Educational Technology, *Instructional Television, *Interdisciplinary Approach, Masters Degrees, *Research Projects, Systems Approach, Systems Development

Selected aspects and results of an interdisciplinary research and education program to examine the potential and problems associated with the use of communication satellites to help meet educational needs in the United States are summarized. The progress of the program to date in four major areas is described: needs analysis, communications technology studies, systems synthesis, and the educational impact of the program on Washington University. In the area of needs analysis, some of the problems facing education, such as educational costs and equality of opportunity, and some of the available communications media and educational technology have been assessed. Several studies of communications technologies are being carried out in such fields as satellite and terrestrial communication techniques, still-picture television distribution, and Gunn-effect wideband Ku-band amplification. Progress has been made toward identifying and structuring a small number of alternative systems which could provide educational satellite services in the near future. Two of the results of the program at Washington University have been the creation of a new master's degree program in technology and human affairs and the increased interaction of faculty members, professional staff members, and students from a wide variety of backgrounds. (JY)

ED 052 639 24 EM 009 131

McLellan, Mary I.

An Experiment Using Three Films in Rhythmical Gymnastics Using Hand Apparatus. Final Report.

Wisconsin State Universities. Consortium of Research Development.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-2728-31

Pub Date Sep 68

Grant—OEG-3-6-062728-2129

Note—62p.;WSU-CORD 31

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Instruction, Comparative Analysis, Conventional Instruction, *Exercise (Physiology), *Instructional Films, *Intermode Differences, *Physical Education

Three films were produced to serve as instructional aids in teaching the rhythmic gymnastic skills of performing with clubs, balls, and hoops. The content of the films was determined with the aid of specialists in rhythmic gymnastics. To evaluate the films as aids to instruction, 170 women enrolled in elementary physical education courses were randomly assigned to one of two treatment groups: An experimental group which received instruction in rhythmic gymnastics from an instructor with the aid of the films and a control group which received instructions from the same instructor without the aid of the films. At the end of the course of instruction, the students were evaluated on their skills with clubs, balls, and hoops by a panel of five qualified judges. The addition of the films to the regular instruction tended to increase the level of performance with hoops, but did not affect performance with balls or clubs. The films seemed to be an aid primarily in increasing motivation and interest in rhythmic gymnastics and in eliminating much of the trial-and-error learning period for the student, particularly in unfamiliar skills such as hoops. It was concluded that the films would have their greatest value in assisting the inexperienced teacher with a limited background in rhythmic gymnastics. (JY)

FL

ED 052 640 FL 002 250
Foreign Curriculum Consultant Program for American Schools, Colleges, and State Departments of Education: 1971-72.
Institute of International Studies (DHEW/OE), Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Consultants, Cultural Education, *Curriculum Development, Exchange Programs, Federal Aid, *Federal Programs, Foreign Relations, International Education, *Language Instruction, *Modern Languages, *Program Descriptions
Identifiers—*Fulbright Hays Act
Section 102 (b) (6) of the Mutual Educational and Cultural Exchange Act (Public Law 87-256), known commonly as the Fulbright-Hays Act, which is designed to promote international understanding and cooperation, is described in this brochure. The Foreign Curriculum Consultant Program is intended to help educational institutions at all levels by bringing specialists from other countries to the United States to assist in planning and developing local curriculums in foreign language and area studies. Information on the following aspects of the program is provided: (1) program description, (2) general qualifications for consultants, (3) administration of the program, (4) the Board of Foreign Scholarships, (5) the Institute of International Studies, (6) American diplomatic missions and binational commission, (7) the participating institution, (8) application instructions, and (9) related programs in international studies. (RL)

ED 052 641 FL 002 255
University Centers of Foreign Affairs Research: A Selective Directory.
Department of State, Washington, D.C.
Pub Date Apr 68
Note—155p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Area Studies, *Directories, Foreign Countries, Foreign Culture, *Foreign Relations, *Institutional Facilities, International Education, Language and Area Centers, Reference Books, Research, Research Directors, *Research Projects, *Social Sciences, Universities, World Affairs
As a service to the academic community and to government agencies sponsoring research, the Office of External Research of the Department of State has published several directories of centers engaged in international studies. This volume focuses on United States university-affiliated centers which have as their main purpose social science research in foreign affairs. It includes only those university research programs and projects which are organized in easily identifiable centers or institutes. It includes both area-oriented research centers and those specializing in a functional field. Some 191 centers are listed and information is provided on the name of the institution at which the center is located, the address, focus of interest, directorate, principal researchers, funds, description, recent publications, and representative studies in progress. A summary analysis of the data derived from the questionnaires sent to the centers is included. (RL)

ED 052 642 FL 002 257
Bockman, John F., Ed. Gougher, Ronald L., Ed.
Individualization of Foreign Language Learning in America. II, Spring 1971.
West Chester State Coll., Pa.
Pub Date 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Autoinstructional Aids, *Computer Assisted Instruction, *Educational Innovation, Independent Study, Individual Differences, Individual Instruction, *Individualized Instruction, Japanese, *Language Instruction, *Modern Languages, Relevance (Education), Student Attitudes, Student Centered Curriculum, Student Motivation, Student Needs, Textbook Selection
This compilation of commentaries underscores the belief that the essence of individualized instruction lies in the implementation of a variety of alternative structures activated by shared teaching roles. The remarks focus on several topics which include a description of a self-instructional course in Japanese, computer-assisted instruction in foreign languages, a short bibliography on individualizing instruction, textbook selection, and a discussion of the nature of individualized instruction. (RL)

ED 052 643 FL 002 298
Carroll, John B.
Current Issues in Psycholinguistics and Second Language Teaching.
Educational Testing Service, Princeton, N.J.
Report No—RM-71-4
Pub Date Apr 71
Note—24p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 5, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Applied Linguistics, Audiolingual Methods, Behavioral Objectives, Cognitive Processes, *English (Second Language), *Language Instruction, Language Skills, Linguistic Theory, *Modern Languages, *Psycholinguistics, Second Language Learning, Structural Grammar, Structural Linguistics, *Teaching Methods, Traditional Grammar, Transformation Generative Grammar, Transformation Theory (Language)
Seemingly conflicting points of view concerning language instruction which are expressed in various teaching methodologies are reconciled in this paper. Key issues discussed include: (1) the nature of linguistic rules and their relation to the "habits" of language use, (2) the role of grammatical theory in language teaching, (3) the nature of language learning, (4) a balance between an audiolingual habit theory and a cognitive code theory, and (5) some of the critical variables in language pedagogy. The author illustrates why the field of language instruction has become characterized by pedagogical uncertainty and concludes that the teacher's ability to manage learning behavior remains one of the most unexplored, unstudied variables in educational research. (RL)

ED 052 644 FL 002 304
Lipton, Gladys C., Ed.
FLES: Projections into the Future. A Report by the FLES Committee of the American Association of Teachers of French.
American Association of Teachers of French.
Pub Date 69
Note—175p.; Report presented November 29, 1968 in Boston, Mass.
Available from—MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 ($4.00)
Document Not Available from EDRS.
Descriptors—*Advisory Committees, Articulation (Program), Bilingual Education, Educational Innovation, *Educational Trends, Elementary Education, *Fles, Fles Programs, Fles Teachers, Instructional Technology, International Education, *Language Instruction, Media Technology, *Modern Languages, Programed Instruction, Teacher Education
Twelve articles on current and projected trends in the teaching of foreign language in elementary schools (FLES) focus on four major areas of concern. A look at the present state of FLES instruction includes articles on programs in various parts of the world, the potential of FLES, and teacher preparation. Two articles on innovations and school facilities and programed instruction focus on the impact of technological advances. A section on bilingualism includes an article on ethnic groups and language maintenance. The last group of articles predicts directions which sequential programs are likely to take and the potential use of media for purposes of instruction. (RL)

ED 052 645 FL 002 306
Hunter, Madeline And Others
[Reports from the 1971 Annual Meeting of the Washington Association of Foreign Language Teachers.]
Washington Association of Foreign Language Teachers, Pullman.
Pub Date May 71
Note—11p.
Journal Cit—WAFLT Forum; v3 n2 p2-12 May 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Applied Linguistics, Bilingual Education, *Conference Reports, Educational Innovation, Fles, Fles Programs, Individualized Instruction, Instructional Program Divisions, *Language Instruction, *Modern Languages, Professional Associations, *Speeches, Teacher Associations, *Teaching Methods, Teaching Techniques
The reports from the 1971 Annual Meeting of the Washington Association of Foreign Language Teachers are presented in this compilation of nine abridged speeches given at the meeting. The papers include: (1) "The Three Dimensions of Successful Teaching," (2) "State of the Profession," (3) "Individualizing Instruction in Some Puget Sound Schools," (4) "Adams--Two Years Later," (5) "Bilingualism," (6) "Custom Tailoring Instruction," (7) "FLES and Grass Roots Education," (8) "Hello, Gozaimasu!", and (9) "The Role of Applied Linguistics in Foreign Language Teaching." (RL)

ED 052 646 FL 002 332
Tatham, M. A. A.
Defining the Bases of Phonetic Theory.
Essex Univ., Colchester (England). Language Centre.
Pub Date Dec 70
Note—8p.; Paper presented at the meeting of the Linguistic Society of America, Ohio State University, Columbus, Ohio, Summer 1970
Journal Cit—Occasional Papers; n8 p8-15 Dec 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Articulation (Speech), *Componential Analysis, Distinctive Features, *Kinesthetic Perception, Linguistics, *Linguistic Theory, Motor Reactions, *Phonetics, Phonological Units, Phonology, Speech, Structural Analysis
The task of any phonetic theory is to determine the form of a phonetic component by establishing the internal and external constraints on that component. The phonetic component itself converts linguistic knowledge of the structure of the speech act into time-varying commands suitable for control of the articulatory mechanism. Performing involves knowledge, and this knowledge must be expressed in a form accessible to the speaker operating in time. Knowing how to use knowledge of performance constraints involves manipulation of the conversion from segmental notional time embodied in simple sequencing to timing of muscular control. A solution to the handling of this time conversion is discussed in this paper. (Author)

ED 052 647 FL 002 334
Brew, P. J.
On the Formal Componential Structure of the Transformational-Generative Model of Grammar.
Essex Univ., Colchester (England). Language Centre.
Pub Date Dec 70
Note—9p.; Revised version of a paper presented at the meeting of the Linguistics Association of Great Britain, Manchester, England, Spring 1970
Journal Cit—Occasional Papers; n8 p42-50 Dec 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Componential Analysis, Deep Structure, Grammar, Linguistics, Phonemics, *Phonology, *Structural Analysis, Structural Linguistics, Suprasegmentals, Surface Structure, *Syntax, *Transformation Generative Grammar, Transformations (Language)
This paper examines the relationship that exists between the syntactic and phonological components of the transformational-generative model insofar as their formal structures are concerned. It is demonstrated that the number and importance of the structural similarities between the syntax and the phonology make it necessary to provide for them in the theory. The author suggests this be done by showing that underlying the two components of the grammar there is a single unified structure, with a generative capacity embodied in a set of string-structure rules and a further set of transformational rules converting a deep level of representation to a surface representation and embodying such phenomena as neutralization, ordering, cycling, and other properties. (RL)

ED 052 648 FL 002 374
Perez, Carlos V.
Auxiliary Personnel in Bilingual Education.
Pub Date 7 Mar 71
Note—16p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Ancillary Services, *Bilingual Education, *Bilingual Teacher Aides, Bilingual Teachers, Class Management, Disadvantaged Youth, Educationally Disadvantaged, Educational Needs, Educational Objectives, Instructional Program Divisions, *Paraprofessional School Personnel, Public Education, Public School Teachers, *School Administration, School Organization, *School Personnel, Special Classes
This presentation assists educators, parents, and community leaders in determining how auxiliary personnel may best be utilized in public schools. It is suggested that the introduction of auxiliary personnel into a school system may provide more individualized education for children and youth, make possible a more flexible structure in the classroom, make the job of teachers more manageable and productive, serve to link school and community more closely, and induce a reassessment of all educational roles. The article explores what is needed to realize this potential to the fullest, giving particular consideration to planning, selection criteria, possible functions of auxiliaries, training for the auxiliaries and teachers with whom they work, career ladders, and certification. Historical background information was prepared from "Guidelines for Career Development of Auxiliary Personnel" provided by the Division of Teacher Education and Certification of the New York State Education Department. Information relative to the bilingual teacher in school and community relations was prepared with substantial contributions from the Office of Bilingual and School Community Relations of the New York City Board of Education. (RL)

ED 052 649 FL 002 377
Saville, Muriel R.
Providing for Mobile Populations in Bilingual and Migrant Educational Programs.
Pub Date 5 Mar 71
Note—10p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 5, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bilingual Education, Culturally Disadvantaged, Economically Disadvantaged, Educational Mobility, *English (Second Language), *Grouping (Instructional Purposes), Grouping Procedures, Instructional Program Divisions, Migrant Child Education, Migrant Children, *Migrant Education, Non English Speaking, Student Motivation, *Student Needs
It is noted that most bilingual and special migrant classrooms segregate children with different native languages despite the social disadvantages and the lower motivation for learning English which accrue as a result of such student grouping. This paper suggests administrative and instructional means for providing for these children within heterogeneous classes, and for the children who must move in and out of classes as their families move with the crops. (Author)

ED 052 650 FL 002 378
Russian Basic Course: Reader, Volume II.
Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No—R-01RU47
Pub Date Jun 71
Note—301p.
Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Colleges, Cyrillic Alphabet, Instructional Materials, *Language Instruction, *Modern Languages, Reading Instruction, *Reading Materials, Russian, *Russian Literature, *Short Stories, Textbooks, Vocabulary Development
This anthology of short stories is representative of well-known 19th and 20th century Russian writers. Eleven stories, often adapted or abridged, are arranged in order of increasing difficulty and intended for use in intermediate and advanced phases of the Russian Basic Course. The selections, all in Cyrillic script, include: (1) A. S. Pushkin's "The Station Master," "The Shot," "The Queen of Spades," and "The Captain's Daughter"; (2) L. N. Tolstoy's "The Captive of the Caucasus"; (3) A. B. Chekhov's "At the Summer House" and "Fat and Thin"; (4) L. S. Lench's "The Fine"; (5) I. A. Ilf's and E. P. Petrov's "Tonya"; (6) K. G. Paustovsky's "Snow"; and (7) M. A. Sholokhov's "The Fate of a Man." Russian-English vocabulary lists are included. (RL)

ED 052 651 FL 002 379
Bowen, J. Donald
Trends in English Abroad.
Pub Date 5 Mar 71
Note—8p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 5, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—African Languages, *Developing Nations, Educational Trends, *English (Second Language), English Instruction, International Education, *Language Instruction, *Language Planning, Language Standardization, Modern Languages, *Official Languages, Sociolinguistics
In various of the newly independent countries of Africa and Asia local language candidates are appearing to claim the role of national and official languages. These languages, indigenous to the general area where they are used, such as Swahili in East Africa, are being actively promoted to assume a more important place in the linguistic life of the nation, a growth of importance which will no doubt be accompanied by a reduction in the use and importance, within national boundaries, of English. Experience elsewhere indicates that if this neglect occurs, it will likely be followed by a period of increased interest as English ceases to be a competitive threat and assumes a new role as an important foreign language of wider communication. (Author)

ED 052 652 FL 002 380
Molina, Hubert
Factors to be Considered in Designing an Instructional Program in English for Spanish Speakers.
Pub Date 5 Mar 71
Note—12p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 5, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, Course Content, Cultural Education, *Curriculum Development, *English (Second Language), Instructional Improvement, *Instructional Materials, Language Programs, Motivation, Non English Speaking, Second Language Learning, *Spanish Speaking, Student Needs, Syntax, *Teaching Methods
The design for an instructional program whose objective is the acquisition of English must be viewed within wide parameters. The dimensions discussed are those that must be accounted for by a designer of materials appropriate for particular learners. These parameters are discussed to make teachers aware of what to look for and what kinds of results to expect from materials. The monumental task of presenting precoding and encoding information to a learner makes it necessary to organize and reduce this information to dimensions that can reasonably be taught in the classroom. The paper points out that the basis for the selection of information that comprises a learner's dialect is concerned with what the learner must know to begin to function in a different culture and strategies by which to add to such information. (Author)

ED 052 653 FL 002 383
Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications. 1 October - 31 December 1970.
Haskins Labs., New Haven, Conn.
Spons Agency—Office of Naval Research, Washington, D.C. Information Systems Research.
Report No—SR-24
Pub Date Jan 71
Note—184p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Animal Behavior, *Articulation (Speech), Artificial Speech, Behavioral Science Research, Computer Programs, Cross Cultural Studies, Dyslexia, English, *Laboratory Experiments, *Language Research, Letters (Alphabet), Linguistic Performance, Phonetics, *Psycholinguistics, Reading Development, Reading Difficulty, Russian, *Speech, Speech Pathology
This report is one of a regular series on the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical implications. Manuscripts and extended reports cover the following topics: (1) "On Learning a New Contrast," (2) "Letter Confusions and reversals of Sequence in the Beginning Reader: Implications for Orton's Theory of Developmental Dyslexia," (3) "Perception of Dichotically Presented Steady-State Vowels as a Function of Interaural Delay," (4) "Perceptual Competition Between Speech and Nonspeech," (5) "Temporal Order Perception of a Reversible Phoneme Cluster," (6) "Phonetic Ability and Related Anatomy of the Newborn and Adult Human, Neanderthal Man, and the Chimpanzee," (7) "A Voice for the Laboratory Computer," (8) "Audible Outputs of Reading Machines for the Blind," and (9) "THESIS: Temporal Factors in Perception of Dichotically Presented Stop Consonants and Vowels." (Author)

ED 052 654 FL 002 384
Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications. 1 July - 30 September 1970.
Haskins Labs., New Haven, Conn.
Spons Agency—Office of Naval Research, Washington, D.C. Information Systems Research.
Report No—SR-23
Pub Date Oct 70
Note—211p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Acoustics, *Articulation (Speech), Artificial Speech, Auditory Discrimination, Auditory Perception, Behavioral Science Research, *Laboratory Experiments, *Language Research, Linguistic Performance, Phonemics, Phonetics, Physiology, Psychoacoustics, *Psycholinguistics, *Speech, Speech Clinics, Speech Pathology
This report is one of a regular series on the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical applications. The reports contained in this particular number are state-of-the-art reviews of work central to the Haskins Laboratories' areas of research. The papers included are: (1) "Phonetics: An Overview," (2) "The Perception of Speech," (3) "Physiological Aspects of Articulatory Behavior," (4) "Laryngeal Research in Experimental Phonetics," (5) "Speech Synthesis for Phonetic and Phonological Models," (6) "On Time and Timing in Speech," and (7) "A Study of Prosodic Features." (Author)

ED 052 655 FL 002 398
Terrell, Anne
Writing English Lessons for the Non-Academic Adult.
Pub Date 6 Mar 71
Note—11p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Ability, Academic Achievement, *Academically Handicapped, *Adult Education, *English (Second Language), Learning Motivation, Lesson Plans, Motivation, Non English Speaking, Resentment, School Attitudes, Student Attitudes, *Student Motivation, Student Needs, Teacher Attitudes, *Teaching Methods
The non-academic adult comes to his English class with deeply fixed convictions about teaching methods, proper classroom procedures, and what constitutes learning. Often, the less educated the student, the more firm and precise his ideas about education. To fly in the face of these convictions by presenting English using a methodology developed primarily with children and academic adults is to lose the students' attention in the classroom, if not their attendance. If the adult feels that he cannot learn in this way, he will not, in fact, learn. Instead throughout the lessons the means must be found to satisfy the stu-

dents' pre-conceptions while at the same time satisfying the educational and linguistic requirements of learning a language. However, this means need not be a diluted compromise in either direction. The search for methods to satisfy every requirement equally can lead to better lessons and provide insights useful in other learning situations. (Author)

ED 052 656 FL 002 399
Kreidler, Charles W.
Teaching English Spelling and Pronunciation.
Pub Date 6 Mar 71
Note—24p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Contrastive Linguistics, *English (Second Language), *English Instruction, Grammar, Instructional Program Divisions, Morphology (Languages), Morphophonemics, Phonemics, Phonetics, Pronunciation, *Pronunciation Instruction, Spelling, *Spelling Instruction, Structural Analysis, *Teaching Methods
English spelling is reputedly full of irregularities and therefore not a safe guide to pronunciation. Most modern teaching of English pronunciation to adult speakers of other languages has relied on some kind of ancillary device, variously called a special alphabet, broad phonetic notation, or phonemic transcription. Such devices have been successful because they deal with the phonology of the language in isolation, as the beginning student needs to deal with it. Eventually, however, the student must make his way with the conventional orthography. Attempts to lead the student from sound to spelling by describing "phonemegrapheme correspondences" are erroneous and futile. English orthography provides information which is much more than phonological, in the narrow sense. Interpretation of written English depends on grammatical, etymological, tactic, dialectal, and morphophonemic considerations. The student needs to learn the orthography for what it is, in a systematic way. This article provides specific suggestions, illustrated by contrastive analysis of pairs of words, for developing the student's competence in this area. (Author/RL)

ED 052 657 FL 002 402
Programs Under Bilingual Education Act (Title VII, ESEA): Manual for Project Applicants and Grantees.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—OE-4491-6
Pub Date 20 Apr 71
Note—188p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Bilingual Education, Bilingual Students, Cultural Education, Cultural Pluralism, Educational Finance, Educational Policy, Elementary Schools, *English (Second Language), *Federal Aid, Federal Programs, Financial Support, Grants, *Minority Group Children, Minority Groups, Non English Speaking, Program Content, *Program Descriptions, Project Applications, Secondary Schools
Identifiers—*Bilingual Education Act
The Bilingual Education Program, designed to help children having limited English-speaking ability develop greater competence in English, become more proficient in their dominant language, and profit from increased educational opportunity, is described in this manual for project applicants and grantees. Eight chapters include a review of: (1) purpose of the Bilingual Education Program, (2) program requirements and policies, (3) program development considerations, (4) preliminary proposal: procedures for submission and review, (5) a plan for implementation of a bilingual education program: procedures for submission and review, (6) application for continuation. procedures for submission, (7) reporting requirements, and (8) funding policy and fiscal concerns. An appendix contains information on grant terms and conditions for application. (RL)

ED 052 658 FL 002 427
Vocolo, Joseph And Others
French: Levels I, II, III, IV.
Buffalo Public Schools, N.Y.
Pub Date 70
Note—77p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Articulation (Program), Audiolingual Methods, Basic Skills, Cultural Education, *Curriculum Guides, Foreign Culture, *French, Instructional Program Divisions, *Language Instruction, *Language Learning Levels, Language Tests, Modern Languages, Secondary Schools, Student Evaluation, Teaching Methods, Vocabulary Development, Word Lists
This curriculum guide for teachers of levels 1, 2, 3, and 4 French stresses the development of basic language skills and an increased understanding of cultural aspects of the country. Each of the course levels is outlined in these areas: (1) guiding principles; (2) course objectives; (3) content and scope--topics, structures, vocabulary, and culture; (4) suggested activities; (5) methodology; and (6) student evaluation. An extensive, functional vocabulary list is provided for each level. Appendixes include a directory to supplementary instructional materials, and a bibliography is provided. (RL)

ED 052 659 FL 002 428
Vocolo, Joseph And Others
Spanish: Levels I, II, III, IV.
Buffalo Public Schools, N.Y.
Pub Date 70
Note—68p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Articulation (Program), Audiolingual Methods, Basic Skills, Cultural Education, *Curriculum Guides, Foreign Culture, Instructional Program Divisions, *Language Instruction, *Language Learning Levels, Language Tests, Modern Languages, Secondary Schools, *Spanish, Student Evaluation, Teaching Methods, Vocabulary Development, Word Lists
This curriculum guide for teachers of levels 1, 2, 3, and 4 Spanish stresses the development of basic language skills and an increased understanding of cultural aspects of the country. Each of the course levels is outlined in these areas: (1) guiding principles; (2) course objectives; (3) content and scope--topics, structures, vocabulary, and culture; (4) suggested activities; (5) methodology; and (6) student evaluation. An extensive, functional vocabulary list is provided for each level. Appendixes include a list of celebrated holidays and a directory to supplementary instructional materials. A bibliography is provided. (RL)

ED 052 660 FL 002 429
Lee, Agnes Stevens, Patrick
Latin Curriculum Guide.
Bloomington Public Schools, Minn.
Pub Date Sep 69
Note—45p.; Preliminary edition
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiolingual Methods, Basic Skills, *Behavioral Objectives, Classical Languages, Course Descriptions, Course Objectives, *Curriculum Guides, Grammar, Language Programs, *Latin, Secondary Schools, Student Centered Curriculum, *Teaching Guides, Teaching Methods, Vocabulary Development
This guide delineates the scope and sequence of Latin instruction in levels 1-3 in terms of behavioral objectives. Following a review of the Bloomington, Minnesota, school philosophy and a discussion of the design of foreign language behavioral objectives on which the guide is based, the manual discusses expected terminal behavior in the level 1 course using "Artes Latinae", specific behavioral objectives by units for level 1 and level 2 courses, and a concluding section on the behavioral objectives of the level 3 course. Guidelines for the development of grammatical forms, structures, and cultural education are included. (RL)

ED 052 661 FL 002 430
Wicklund, Jacqueline
Spanish Curriculum Guide.
Bloomington Public Schools, Minn.
Pub Date Sep 69
Note—117p.; Preliminary edition
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Audiolingual Methods, Basic Skills, *Behavioral Objectives, Course Descriptions, Course Objectives, *Curriculum Guides, Educational Objectives, Language Instruction, Modern Languages, Phonology, Secondary Schools, *Spanish, Syntax, *Teaching Guides, Teaching Methods, Vocabulary Development
This guide delineates the scope and sequence of Spanish instruction in both junior and senior high schools indicating instructional goals in terms of behavioral objectives. Following a review of the Bloomington, Minnesota, school philosophy and a discussion of the design of the foreign language behavioral objectives in the guide, the manual presents material on: (1) the scope and sequence of the course in both four- and six-year sequences, (2) idioms, (3) supplement to idiomatic expressions, (4) topical vocabulary lists, (5) boys' names and equivalents, (6) girls' names, (7) holidays in Spanish-speaking countries, (8) readers, (9) newspapers and magazines, (10) supplementary reading materials, (11) source list for games, (12) list of films, (13) teacher reference materials, and (14) sociosemantic aspects of vocabulary building. This audiolingual course guide outlines listening, speaking, reading, and writing objectives in terms of the culture, vocabulary, phonology, and syntax of the language. (RL)

ED 052 662 FL 002 431
Boehme, Robert And Others
German Curriculum Guide.
Bloomington Public Schools, Minn.
Pub Date Sep 69
Note—84p.; Preliminary edition
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiolingual Methods, Basic Skills, *Behavioral Objectives, Course Descriptions, Course Objectives, *Curriculum Guides, Educational Objectives, *German, Language Instruction, Modern Languages, Phonology, Secondary Schools, Student Centered Curriculum, Syntax, *Teaching Guides, Teaching Methods, Vocabulary Development
This guide delineates the scope and sequence of German instruction in both junior and senior high schools indicating instructional goals in terms of behavioral objectives. Following a review of the Bloomington, Minnesota, school philosophy and a discussion of the design of the foreign language behavioral objectives in the guide, the manual presents material on: (1) the scope and sequence of the course in both four- and six-year sequences, (2) materials, (3) methodology, (4) idioms and expressions, (5) topical vocabulary lists, (6) a section on German 3. Topical vocabulary lists and lists of idiomatic expressions are included. This audiolingual course outlines listening, speaking, reading, and writing objectives in terms of the culture, vocabulary, phonology, morphology, and syntax of the language. (RL)

ED 052 663 FL 002 432
Sherman, DeAnne Serriere, Connie
French Curriculum Guide.
Bloomington Public Schools, Minn.
Pub Date Sep 69
Note—88p.; Preliminary edition
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiolingual Methods, Basic Skills, *Behavioral Objectives, Course Descriptions, Course Objectives, Cultural Education, *Curriculum Guides, Educational Objectives, *French, Language Instruction, Modern Languages, Phonology, Secondary Schools, Student Centered Curriculum, Syntax, *Teaching Guides, Teaching Methods, Vocabulary Development
This guide delineates the scope and sequence of French instruction in grades 7-12 indicating instructional goals in terms of behavioral objectives. Following a review of the Bloomington, Minnesota, school philosophy and a discussion of the design of the foreign language behavioral objectives in the guide, the manual presents a section on French pronunciation and specific suggestions for content and methodology in each of five levels of instruction. Worksheets for each section are included. General suggestions referring to use of basic texts prescribed for the courses, lists of idiomatic expressions, and cultural information are provided for each level. This audiolingual course outlines listening, speaking, reading, and writing objectives in terms of the culture, vocabulary, phonology, morphology, and syntax of the language. (RL)

ED 052 664 FL 002 434
Allen, Karen Sue Bevers, Opal
Latin: Grades 10 Through 12.
Nederland Independent School District, Tex.
Pub Date Aug 68
Note—21p.; Experimental edition

Available from—Joe Fiedler, Assistant Superintendent for Instruction, 220 17th St., Nederland, Texas 77627
Document Not Available from EDRS.
Descriptors—Audiolingual Methods, Basic Skills, Classical Languages, Cultural Education, *Curriculum Guides, Curriculum Planning, Educational Objectives, Grammar, *Individualized Instruction, Instructional Media, Language Learning Levels, *Latin, *Secondary Schools, Student Evaluation, *Teaching Guides, Teaching Methods
Instructional objectives of a three-year Latin program are stated in this curriculum guide. An individualized approach to instruction which takes into account the nature of the school, the means of fulfilling its objectives, organizational structure of the course, provision for individual differences, and the type of pupil progress required is recommended. An outline of the program illustrates the course goals in terms of: (1) audiolingual objectives, (2) the teaching of basic structures, (3) reading, (4) writing, (5) culture, (6) evaluation, and (7) instructional media. Specific instructional objectives are detailed for each level of the course. An extensive section on media is included in the guide. (RL)

ED 052 665 FL 002 435
Jones, Roseboro And Others
An Analytical Survey of Attitudes and Opinions, with Specific Reference to the Interest or Noninterest Patterns, of One Hundred Grambling College Foreign Language Students Regarding Entry into the Teaching Profession.
Grambling Coll., La.
Pub Date 28 May 64
Note—100p.; Divisional Research Bulletin, v1 n2 May 1964
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aspiration, *College Students, Educational Counseling, Job Analysis, Job Skills, Language Instruction, *Modern Languages, Occupational Information, *Student Attitudes, Student College Relationship, Student Interests, Student Motivation, Student Reaction, *Surveys, *Teaching
This survey-study, conducted in 1964, presents information obtained from 100 Grambling College students enrolled in language courses and seeks to determine whether certain factors have relationship to student attitudes and opinions regarding entry into the teaching profession. A questionnaire was administered to the Louisiana students; findings demonstrate that students actually know little about teaching. This report describes the scope and administration of the survey, keynotes the highlights and findings, and provides recommendations for changing student attitudes. A bibliography is included. (RL)

ED 052 666 FL 002 446
Lindell, Ebbe
A System of Study Materials for the Teaching of Foreign Languages.
School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.
Pub Date 69
Note—35p.; Reprint No. 72 from Didakometry and Sociometry, n1 p91-124 1969
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, Educational Objectives, German, *Instructional Materials, Instructional Program Divisions, *Language Instruction, Lesson Plans, *Material Development, *Modern Languages, Teacher Developed Materials, Teaching Methods
Identifiers—*Sweden
An outline of principles for the construction of study materials is presented, including: (1) an analysis of prerequisites: goals, pupils, and language; (2) analysis of the educational process in experiments on method; (3) analysis of products with tests of various kinds; and (4) a description of the process of constructing study materials according to the results obtained through points 1-3. The survey of the principles for the construction of study materials for language teaching is presented on two levels. One consists of general principles and ideas, often supported in the literature, and the other of examples, often taken from a project aimed at producing study material in German for the comprehensive school. The project is called "Methods of Teaching German" and is part of the research and development work which is backed by the National Board of Education in Sweden. (Author)

ED 052 667 FL 002 449
Briere, Eugene J. Brown, Richard H.
Norming Tests of ESL among Amerindian Children.
Pub Date 71
Note—14p.; Revised version of a paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 7, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Indian Culture, *American Indians, Educational Diagnosis, Elementary Schools, *Elementary School Students, *English (Second Language), Ethnic Groups, Intensive Language Courses, Language Classification, Language Instruction, Language Proficiency, *Language Tests, Reservations (Indian), Second Language Learning, *Student Evaluation, Testing
This paper describes the activities to develop norms for the interpretation of tests designed to indicate proficiency in English for Amerindian children attending grades 3 through 6 in the Bureau of Indian Affairs' schools. The objectives of the test battery are described. The first is to identify the Amerindian child who needs special training in English and to determine the placement in the proper level of intensity of English training. The second purpose is to provide the classroom teacher with specific linguistic information for each child in each language group which could be used as a diagnostic guide for teaching methods or materials. A third objective is to provide a means of assessing the relative merit of various English programs. These objectives require that certain decisions be made which can be classified as placement, diagnostic, and evaluative. The norming group consisted of 7,547 children. Results of this second phase in the evaluation project are discussed. For the companion document see ED034971. (RL)

ED 052 668 FL 002 455
Chiu, Rosaline K.
Measuring Register Characteristics: A Prerequisite for Preparing Advanced Level TESOL Programs.
Pub Date 6 Mar 71
Note—23p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Students, *Advanced Programs, Advanced Students, Basic Skills, *Curriculum Development, *English (Second Language), English Programs, *Instructional Materials, *Language Instruction, Language Learning Levels, Material Development
This paper aims at relating the linguistic concept of "register" to the production of TESOL programs, particularly concerning the practical problems of materials selection for advanced level programs. It is the assumption of this paper that this concept is particularly relevant to advanced level programs, when learners are to be able not only to speak or write accurately according to the grammar of English but to speak or write appropriately according to the accepted social and cultural conventions of the language community. The paper reports on the research project conducted by the English Curriculum Section of the Language Bureau, Public Service Commission of Canada, which aims at measuring the register characteristics of a corpus of 1,000 pieces of synchronically sampled administrative correspondence and a sizable corpus of boardroom discussions. It describes how this investigation supplies useful and practical information for the production of advanced level programs. (Author/RL)

ED 052 669 48 FL 002 469
Absi, Samir Abu Sinaud, Andre
Basic Chad Arabic: The Pre-Speech Phase.
Indiana Univ., Bloomington. Intensive Language Training Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-0092
Pub Date Jul 68
Contract—OEC-3-7-070092-2202
Note—84p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Arabic, Chad Languages, Conversational Language Courses, Instructional Materials, *Intensive Language Courses, *Language Instruction, *Language Tests, Listening Comprehension, Modern Language Curriculum, Modern Languages, Non Western Civilization, Semitic Languages, Teaching Guides, *Textbooks
Identifiers—Chad Arabic
The first of a three-volume course in Chad Arabic, principally developed for those seeking to acquire proficiency in speaking and comprehension, emphasizes the passive recognition of linguistic features of the target language. It is suggested for use in intensive training programs of no longer than three weeks' duration. This phase of the course consists of 60 brief units of work each having two parts which deal with brief grammatical explanations and illustrations of the point under consideration, and a comprehension section requiring the student to listen to an instructor or a tape and write the information asked for. In this volume, the comprehension work consists of various types of activities including transcription, translation, and identification of different types of grammatical units and structures. Tests covering materials already studied are given periodically to indicate the progress of the students in the course. For the companion documents see FL002470 and FL002472. (RL)

ED 052 670 48 FL 002 470
Absi, Samir Abu Sinaud, Andre
Basic Chad Arabic: Comprehension Texts.
Indiana Univ., Bloomington. Intensive Language Training Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-0092
Pub Date Jul 68
Contract—OEC-3-7-070092-2202
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Arabic, Chad Languages, Conversational Language Courses, Instructional Materials, *Intensive Language Courses, *Language Instruction, Language Tests, *Listening Comprehension, Modern Language Curriculum, Modern Languages, Non Western Civilization, Semitic Languages, Teaching Guides, *Textbooks
Identifiers—Chad Arabic
This text, principally designed for use in a three-volume course on Chad Arabic, complements the pre-speech and active phases of the course in that it provides the answers to comprehension exercises students are required to complete during the course. The comprehension exercises require that students listen to an instructor or tape and write information asked for. The work consists of responses to various types of activities including transcription, translation, and identification of different types of grammatical units and structures. Tests covering materials already studied are given periodically to indicate the progress of the students in the course. For the companion documents see FL002469 and FL002472. (RL)

ED 052 671 48 FL 002 472
Absi, Samir Abu Sinaud, Andre
Basic Chad Arabic: The Active Phase.
Indiana Univ., Bloomington. Intensive Language Training Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-0092
Pub Date Jul 68
Contract—OEC-3-7-070092-2202
Note—240p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Arabic, Chad Languages, Conversational Language Courses, Instructional Materials, *Intensive Language Courses, *Language Instruction, Modern Language Curriculum, Modern Languages, Non Western Civilization, Semitic Languages, *Speech Skills, Teaching Guides, *Textbooks
Identifiers—Chad Arabic
This third volume in the course on Chad Arabic emphasizes the active development of speaking skills in the target language. The active participation of the student requires imitation and induction of linguistic structures to a large extent. Some 45 units present grammatical material on gender, parts of speech, and verbs. Each unit contains a dialogue, notes, dialogue variations, and comprehension exercises. Two appendixes contain 35 supplementary dialogues dealing with situations which the student is likely to encounter among native speakers of Chad Arabic, and eight

short stories recorded as told by a native speaker. The stories are also given in English. For the Companion documents see FL002469 and FL002470. (RL)

ED 052 672 FL 002 477
Scoon, Annabelle R.
Affective Influences on English Language Learning Among Indian Students.
Pub Date 6 Mar 71
Note—16p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Acculturation, Affective Behavior, *American Indians, Attitude Tests, Beliefs, *Childhood Attitudes, Culture, Elementary Education, *English (Second Language), Ethical Values, Instructional Program Divisions, Language Instruction, *Learning Motivation, *Negative Attitudes, Racial Attitudes, Student Attitudes, Student Motivation

Motivation has been called the most important variable in foreign language learning. Of the possible motivators, that of desire for integration with the culture of speakers of the language correlates most highly with learning success. American Indian students are faced with the need to integrate to a certain extent with speakers of English. Their hopes for jobs and social advancement largely depend on their success in coping with the language and culture of the larger society. Yet many things in their life situation militate against an integrative motivation. The history of white wrongs against Indians, the prejudice that they encounter, and the increasingly militant anti-white attitude of some members of their race make integrative attitudes difficult or impossible. Tests show a positive correlation between low achievement scores, low English scores, and feelings of normlessness, meaninglessness, negative attitude toward school, and low expectations for the future. Problems that are probably more related to the culture of poverty than to ethnicity become polarized in the direction of ethnic identity. The resulting negative attitudes are directed specifically against the white culture and the effectiveness of English language learning may be impaired. Results of an attitudinal test administered to Indians are included. (Author)

ED 052 673 FL 002 482
Wissot, Jay
Some Effects of Teacher Attitudes and Current Methods Upon Second Language Learners.
Pub Date 6 Mar 71
Note—10p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 6, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Patterns, Educational Improvement, *English (Second Language), *Language Instruction, Motivation, Second Language Learning, Student Attitudes, *Student Motivation, *Teacher Attitudes, Teacher Behavior, Teacher Characteristics, *Teaching Methods

The author suggests that teachers of English as a second language unconsciously and unwittingly often display negative attitudes towards the language and culture of their students. These attitudes can be clothed in rather authoritarian modes of behavior. They are the products of linguistic and cultural misunderstandings on the teacher's part. It is believed that further research will measure the degree to which certain teacher behavioral patterns positively or negatively influence second language learning. The present state of classroom teaching methodology of English as a second language is such that dynamic infusions of ideas from within and from outside the field are needed. Learners of all ages and levels exhibit less willingness to tolerate the ever existent gap between mechanical practice and meaningful language usage. (Author)

HE

ED 052 674 HE 001 343
Title VI-A. Higher Education Act in New York State. 4-Year Report.
New York State Education Dept., Albany. Office of Higher Education Planning.
Pub Date 70
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Equipment, Electronic Equipment, *Facility Improvement, *Federal Aid, Federal Programs, *Financial Support, Higher Education, *Laboratory Equipment
Identifiers—*New York

Title VI-A provides matching federal funds for the purchase of college and university laboratory and audiovisual equipment, closed-circuit television equipment and classroom materials related to the improvement of undergraduate education. This report presents case studies of 12 institutions which obtained Title VI-A funds in the past 4 years. The projects selected represent a cross-section of all types of projects funded, different types of institutional control, lengths of undergraduate program, project subject area, and project magnitude. Both public and private, 2-year and 4-year institutions were selected. The applications cover requisitions for the humanities, physical, social, and biological sciences, campus-wide programs, and closed-circuit television. Federal shares ranged from $1,006 to $49,715. Along with a description of each project, responses to a survey conducted at each institution are discussed. The survey covered: impact of the project, cost, space and time factors, student and faculty reactions, state agency assistance in planning, and ancillary outcomes. (JS)

ED 052 675 HE 002 262
Steitz, Edward S., Ed.
Administration of Athletics in Colleges and Universities.
American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. of Men's Athletics.; National Association of College Directors of Athletics, Washington, D.C.
Pub Date 71
Note—405p.
Available from—NEA Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($5.75)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Administration, *Administrative Policy, *Athletics, *Higher Education

The purpose of this book was to make available the best thoughts and methods in the area of athletic administration in colleges and universities. The sections are: (1) The Role of Athletics in Education; (2) Business Procedures; (3) Equipment and Supplies; (4) Planning, Construction, and Maintenance of Facilities; (5) School Law and Legal Liability; (6) Administration of Athletic Events; (7) Health Aspects; (8) Public Relations; (9) The Director and the Staff; (10) Responsibilities to the Student Athlete; (11) Intramurals; (12) Intercollegiate Sports for Women; and (13) Professional Organizations. (AF)

ED 052 676 HE 002 264
Experimental College Developments in the California State Colleges.
California State Colleges, Inglewood. Office of the Chancellor.
Pub Date Nov 69
Note—87p.; Division of Academic Planning
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum Development, *Educational Innovation, Evaluation, *Experimental Colleges, *Experimental Programs, *Higher Education, *Innovation, Student Participation
Identifiers—*California

The Experimental College in California as defined in this report is (1) esentially an extension of the regular faculty-proposed curricula; (2) distinctly a student activity; or (3) a combination of these two. A 1968 report outlined in detail the structure of each Experimental College. This report only summarizes that aspect and updates the information where necessary. Attention is focused instead on the background and evolution of the Experimental Colleges, the variety of programs that have grown out of them, the elements of success, and the problems encountered. The most recent Experimental College catalogs and experimental course lists are presented in the appendices. (AF)

ED 052 677 HE 002 271
Zwell, Mary Etta Zabarenko, Lucy
Training for Family Practice; A Selected Bibliography.
Pittsburgh Univ., Pa. Dept. of Psychiatry.
Pub Date 70
Note—58p.; Department of Psychiatry, Staunton Clinic
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Educational Programs, *Family Health, *Medical Education, *Physicians, Research

The materials selected for this bibliography consist of documents generally published between 1965 and 1969, though some earlier and later works are included. Some of the references that are of particular interest are annotated. The bibliography which is particularly useful to graduate programs in family practice medicine is divided into six sections: (1) bibliographies; (2) general references for training programs; (3) research in family practice; (4) training in family medicine; (5) instructional and evaluative techniques; and (6) psychotherapeutic aspects of family practice. (AF)

ED 052 678 HE 002 280
Application and Enrollment Patterns of Transfer Students, Fall 1970.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Report No—R-15
Pub Date Mar 71
Note—96p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Admission, *College Students, *Enrollment, *Higher Education, Surveys, *Transfer Students
Identifiers—*New York State Universities

This is the first detailed study of transfer students in New York State Universities. Transfer students as defined here are those undergraduate students who were enrolled at a State University institution in the Fall 1970 term, but who have attended other colleges or universities prior to Fall 1970. This report briefly discusses: (1) the general findings; (2) class levels entered; (3) transfers with unknown histories; (4) type of educational background; and (5) applications, acceptances, and actual enrollments. Two summary tables are presented by prior and current institution type, and by prior institution and student level. The bulk of the report consists of data on transfer students by previous institution, total numbers, class level, and number not admitted for each State institution in New York. The report concludes with tables on the admissions success of transfer and first-time students, Fall 1970; and on full-time lower and upper division students, 1968-1980. (AF)

ED 052 679 HE 002 282
Haehn, James O.
Collective Bargaining in Higher Education: An Empirical Analysis in the California State Colleges.
Chico State Coll., Calif.
Pub Date 30 Apr 71
Note—10p.; Paper presented at the annual meeting of the California Educational Research Association, San Diego, Cal., April 30, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Collective Bargaining, *College Faculty, Faculty, Higher Education, *Public School Teachers, *Teacher Characteristics, *Teacher Militancy
Identifiers—*California State College System

College faculties have been considerably slower than their public school counterparts in joining in the collective bargaining movement. The first large scale attempt was not made until 1965. The initial campaign to organize faculty in support of collective negotiations was in the California State College system, and the little empirical research that has been done on the subject has focused on the California colleges. This paper discusses and analyzes some of the studies on collective bargaining with those of the college teachers. Although the same variables that are associated with pro bargaining sentiments among public school teachers do not appear while analyzing college teachers, there is a relationship. In both groups the upwardly mobile instructor, with some type of previous exposure to unionism and a politically liberal orientation, is the individual most likely to be among those pressing for the establishment of formal bargaining arrangements. These persons also tend to have a more "professional" commitment within their occupations. In addition, a rise in militant professionalism is apparent among both the public school and college teachers. (AF)

ED 052 680 HE 002 283
Chase, Clinton I. And Others
Grade Point Averages: Honors v.s. Non-Honors Courses. Indiana Studies in Prediction, Number 15.
Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.
Pub Date Apr 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, *Grade Point Average, *Grades (Scholastic), *Honors Curriculum

The purpose of this study was to determine if Honors courses produce lower gradepoint averages than non-honors courses. The gradepoint averages of 230 students who enrolled in Honors courses in 1965 to 1966 were computed for both the Honors and the non-Honors courses they took. The figures were computed for courses taken at each level, i.e., freshman through senior levels, as well as the total GPA's for the 4-year program. Comparisons of Honors and non-Honors GPA's were made by year as well as for the 4-year program, and an analysis of variance was used to test the statistical significance of differences between Honors and non-Honors GPA's. The findings indicated that Honors courses do not penalize, and indeed may enhance, GPA's of the students invited into the program. However, the range of grades given to these students may be slightly greater in Honors courses than in non-Honors courses. (AF)

ED 052 681 HE 002 284
Waggaman, John S.
Statewide Enrollment Patterns: Higher Educational Opportunities in Indiana.
Indiana Univ., Bloomington.
Pub Date May 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Enrollment, *Enrollment Projections, *Enrollment Trends, *Higher Education
Identifiers—*Indiana

Enrollment in institutions of higher education in Indiana has been leveling off since 1970. This is mainly due to: (1) an expansion of technical and vocational education programs; (2) increases in tuition; (3) reduced federal support and high interest rates on borrowed money; (4) a general disillusionment with a college education on the part of the young; and (5) fear of campus riots on the part of the parents. The overall effect may be a diminution in the number of 18-year-olds enrolled in Indiana's public and private colleges and universities. This report discusses and presents tabular information on: (1) statewide enrollment trends as related to births in the years of 1944 through 1952; (2) institutional trends between 1967 and 1970 in (a) public, (b) private liberal arts, (c) special private, and (d) other institutions of higher education; (3) new policy developments affecting enrollment; and (4) enrollment projections. (AF)

ED 052 682 HE 002 285
Orwig, M. D.
Toward More Equitable Distribution of College Student Aid Funds: Problems in Assessing Student Financial Need.
American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Report No—ACT-RR-43
Pub Date May 71
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, *Financial Needs, Financial Support, Higher Education, *Information Needs, *Models, *Student Costs

This paper presents an overview of the assessment of student financial need. After tracing the development of the concept of financial need as it relates to student aid and the various procedures that have been used to determine financial need, the issues related to need assessment are examined. Research on the problems involved in the collection of financial information is reviewed in an attempt to identify the most reliable items and procedures. In addition, the procedures used to analyze individual financial needs are examined, the steps involved in the development of a need analysis model are pointed out, the data used to construct the standards against which the financial situations of individual families are evaluated, as well as the differences in the analysis of incomes and assets that exist. The final section discusses current problems in need assessment, including its relationship to available aggregate financial aid, the appropriate living standard to be incorporated into the need analysis model, the different effects of "absolute" and "relative" financial need, and the effects of changing economic conditions on the ability of parents to pay for higher education and the consequent financial need of students. (Author/AF)

ED 052 683 HE 002 286
Chambers, M. M.
Trends Among the States in Governance and Coordination of Higher Education.
Illinois State Univ., Normal. Dept. of Educational Administration.
Pub Date 6 May 71
Note—18p.; Paper prepared for the Iowa Coordinating Council for Post High School Education, Des Moines, Iowa, May 6, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Centralization, *Coordination, Governance, *Governing Boards, *Higher Education, Policy Formation, Power Structure, State Universities, *Statewide Planning

There has been a trend in state government toward tighter and tighter centralization that, though done in the name of greater economy and efficiency, is in large part a reach for political power. Not all services of the state can be performed well if integrated into a single monolithic administrative pyramid with all other state services and functions, and this is especially true of public higher education. The university or college almost always has its legal corporate identity, and as a center of learning develops an integrity and morale of its own: it is a living organism. At the same time, most agree that some form of coordination is essential within the statewide system. In some states the desire for coordination has led to the creation of one statewide governing board. In other states coordinating boards were established with only advisory authority, while in other, boards with a semblance of coercive powers were created. For higher education, a style and technique of intercommunication and liaison, not of hierarchical control is called for. Some thought is also being given to applying centralization to the whole state educational system, including the junior colleges, the private institutions, and the pre- through high school system. This paper discusses some of the efforts in this direction and the pitfalls. (AF)

ED 052 684 HE 002 287
Committee on University Governance Report to the Regents of The University of New Mexico.
New Mexico Univ., Albuquerque.
Pub Date May 71
Note—62p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Civil Liberties, College Faculty, College Students, *Discipline Policy, *Governance, *Ombudsmen, *Student Participation, *Universities
Identifiers—*New Mexico University

The Committee on University Governance was charged with the responsibility of conducting a new study of the University of New Mexico's governance and to recommend improvements. This report contains a discussion and recommendations relating to: (1) the creation of a University Community Council, including its functions, size and composition; (2) the need for a student voice in matters of curriculum and quality of instruction; (3) faculty organization; (4) the creation of the position of University Ombudsman; and (5) grievance and disciplinary procedures. Included in the appendices are: (1) examples of statements which might be used in the Regents' Statement on Rights; (3) a model Bill of Rights and Responsibilities; and (4) the Harvard Resolution on Rights and Responsibilities. (AF)

ED 052 685 HE 002 289
Whaley, W. Gordon, Ed.
Journal of Proceedings and Addresses of the Association of Graduate Schools in the Association of American Universities (21st, New York City, October 22-23, 1969).
Association of American Universities, Washington, D.C.
Pub Date 70
Note—138p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Conference Reports, *Educational Change, *Federal Government, Financial Support, *Graduate Study, International Education, Negro Students, *Problems, Research, Testing
Identifiers—*Association of Graduate Schools

The proceedings open with an editorial "Time for Change," by Dean W. Gordon Whaley who warns that unless graduate education examines not only the nature of its successes and does everything it can to enhance them, but also the reasons for the failures and alienations and does its utmost to remove those, it will be headed for extinction. This is followed by presentations given at three panel discussions: (1) graduate education in a changing world; (2) federal responsibilities to the university and university responsibilities to the federal government; and (3) graduate education and the black student. Next come the reports of the Committees on: (1) Policies in Graduate Education; (2) International Education; (3) Research and Research Administration; (4) Student Aid; and (5) Testing. The proceedings conclude with a brief report on Association business, the Association's Constitution, Association officers 1949-1970, and a list of member institutions, graduate deans and addresses. (AF)

ED 052 686 HE 002 290
Reichard, Donald J.
Campus Size; A Selective Review.
Southern Regional Education Board, Atlanta, Ga.
Pub Date 71
Note—41p.
Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 ($1.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cluster Colleges, Colleges, Enrollment, *Enrollment Trends, Higher Education, Institutional Environment, *Literature Reviews, *Organization, *Universities

This is a selective review of the literature in regard to economic, social-psychological and organizational aspects of institutional size. The introduction contains some tables noting the increased size of individual institutions and the magnitude of changes that have taken place in the number of students enrolled in the nation's institutions of higher learning between 1937-38, 1950-60, and 1967-68. The first and second sections are devoted to a discussion of the various economic and social-psychological aspects of institutional size. The third section examines an alternative to the traditional form of university organization, the cluster college, as a possible organizational adaptation that might allow institutions to grow larger while still providing unique, small, and personalized educational environments. The concluding statement points to the lack of a definitive, widely applicable answer to the question of how big a given college or university should be and summarizes important points to be considered in decisionmaking about questions of size. (Author/AF)

ED 052 687 HE 002 291
Program for the Center for Philosophic Exchange. A Report to the National Endowment for the Humanities. Terminal Report.
State Univ. of New York, Brockport. Coll. at Brockport.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date 30 Nov 70
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conferences, *Humanities, *Philosophy, Social Problems
Identifiers—*Center for Philosophic Exchange

The purpose of the Center for Philosophic Exchange was to bring together members of the academic community and the world of public affairs for deliberative exchange and discussion of problems in order to further the purpose of increasing public understanding and appreciation of the roles that philosophy and the humanities play in matters of ultimate public concern. To this end, five conferences on philosophy and related topics were conducted during 1969-70, and television tapes and printed proceedings produced. This report discusses the speakers and topics of these conferences and the plans for 1971. (AF)

ED 052 688 HE 002 292
Farrah, George
An Analysis of a Pilot Study Relating to Academic Relevancy at St. Cloud State College, St. Cloud, Minnesota. Preliminary Report.

Saint Cloud State Coll., Minn.
Pub Date 8 Sep 70
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Variance, *College Students, Content Analysis, *Relevance (Education), *Research, Research Methodology, *Student Characteristics, Values
Identifiers—St. Cloud State College
The purpose of the study was to develop: (1) a general theory and hierarchy of values in order to appraise academic relevancy of undergraduate students at St. Cloud State College; and (2) an academic relevancy inventory. This report presents in summary form information on: (1) the stated hypothesis; (2) the sample used; (3) the research procedures employed; (4) the analyses made; and (5) the findings. An interpretation of the findings is also made, and these include: (1) that academic relevancy is fundamentally a problem of identity and of the young adult becoming a mature, responsible citizen; and (2) that in terms of student characteristics: (a) the male student regards understanding and the application of knowledge as most relevant; (b) both male and female students experience an enormous pressure to succeed and academic relevancy appears to be related to forces converging on them; and (c) for female students a dominant theme of relevancy is the great need for immediate success. The research instruments and tests are included in the appendix. (AF)

ED 052 689 HE 002 296
Bussis, Anne M.
Report on the Revision of the NASSP Secondary-School Record.
Educational Testing Service, Princeton, N.J.
Report No—PR-71-7
Pub Date May 71
Note—128p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Performance, *College Bound Students, *College High School Cooperation, *Communications, Higher Education, Information Needs, *Student Characteristics, *Student Records
Identifiers—*Secondary School Record
The Secondary School Record and its accompanying Personality Record (published by the National Association of Secondary School Principals) had been widely used for communicating information to colleges about a student's academic record, personal characteristics, interests, activities and other achievements. In 1962, it was decided that a complete revision of the form was needed to assure better communication of information between high schools and colleges. This report discusses: (1) the basic rationale of the revision; (2) the initial studies of the old form which led to the first experimental revision; (3) local pretesting of the first revision and development of the second experimental revision; (4) review and national pretesting of the second revision; (5) development of the final specifications for the revised forms; and (6) suggestions for future research and development. The forms used in the various revisions are included in the appendices. (AF)

ED 052 690 HE 002 297
Krebs, Robert E. Liberty, Paul G., Jr.
A Comparative Study of Three Groups of Withdrawal Students on Ten Factor Variables Derived from a 36-Problem Self-Report Inventory.
Texas Univ., Austin.
Pub Date Feb 71
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Dropout Characteristics, *Dropout Research, *Dropouts, *Higher Education, *Student Characteristics, *Withdrawal
The research reported here is part of a larger study investigating differences between successful and unsuccessful (withdrawing) undergraduates at the University of Texas. It focuses on a 36-item list of problems which were rated by 647 withdrawing students during Fall 1969. Responses were subjected to a principal axis factor analysis and rotated by varimax procedure to yield 10 factors tentatively named: low academic stimulation, institutional academic dependency, social isolation, masculinity conflicts, career uncertainty, marital-engagement problems, employment-financial problems, social gregariousness, low academic skills, and demographic adjustment. Three groups of withdrawing students were compared on factor scores developed from the 10 factors and were found to differ significantly on 6 of the variables. Theoretical and practical implications are discussed. (Author/JS)

ED 052 691 HE 002 299
At the Brink; Preliminary Report on the Economic Status of the Profession, 1970-71.
American Association of Univ. Professors, Washington, D.C.
Pub Date Apr 71
Note—88p.; Presented at the 57th Annual Meeting of the American Association of University Professors, Philadelphia, Pa., April 16-17, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, *Faculty, Fringe Benefits, Income, *Salaries, *Surveys
Identifiers—*American Association of University Professors
Part I of this report on the economic status of college and university professors discusses the experience of the year 1969-70 in terms of rate of increase in compensation which, taking real purchasing power into account, was only 2 percent; this part also presents statistical data and an analysis of salary increases by type of institution and type of control. Part II deals with the dimensions of the crisis facing the profession and the choices it poses. The third part discusses the nature of the AAUP survey and its rating scales. The ratings were revised in 1969, and some criticism of these revised ratings is included. The bulk of the report consists of statistical tables on salaries and salary increases in various types of institutions. (AF)

ED 052 692 HE 002 301
A Forward Look. Final Report of the Governor's Commission on Education.
Governor's Commission on Education, Madison, Wis.
Pub Date Nov 70
Note—120p.
Available from—Document Sales, Department of Administration, B-237, State Office Building, 1 West Wilson Street, Madison, Wisconsin 53702 (1.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Educational Finance, *Higher Education, *Planning, *State Boards of Education, *Statewide Planning
Identifiers—*Wisconsin
This report is the result of a 2-year study of Wisconsin's educational system in which over 600 men and women and some 3000 students participated. Volunteer citizen task forces, which provided data and recommendations for the Commission's consideration, addressed themselves to 4 major issues: organization of the educational system for effective statewide planning; development of a financial policy that would provide equality of opportunity and equity in cost sharing; formulation of procedures to increase resources allocated to education; identification of desirable relationships between state government and educational institutions. The key recommendation is the creation of a state education board to encompass a board of elementary and secondary education, 8 regional boards, a board of regents of technical colleges, an open education board responsible for integrating educational and communication resources and developing a cooperative learning resources center and an open school. Changes are recommended for financing all levels and types of education. In the area of improving practice, management and results, special attention is given to teacher education, counseling, program accountability, evaluation, student, faculty and citizen participation, and special education. (JS)

ED 052 693 HE 002 302
Preliminary Report of the Governor's Commission on Education.
Governor's Commission on Education, Madison, Wis.
Pub Date Mar 70
Note—201p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Educational Finance, *Higher Education, *Planning, *State Boards of Education, *Statewide Planning
Identifiers—*Wisconsin
This preliminary report summarizes the Commission's underlying assumptions concerning financing education, state and regional planning and coordination, student and community participation, teacher education, new approaches, the special problem of the Milwaukee area, and the role of private education. Its recommendations cover: the establishment of state and regional education boards; the financing of public and private elementary and secondary education, and undergraduate, graduate, professional, technical, and adult education; the institution of better special education programs; and many aspects of educational management. The appendices detail the structure and cost of recommended programs. See HE 002 301, the Commission's final report. (JS)

ED 052 694 HE 002 303
Tanck, James
College Volunteers. A Guide to Action: Helping Students to Help Others.
National Program for Voluntary Action, Washington, D.C.
Pub Date 69
Note—83p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0.40)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Community Involvement, *Community Programs, *Community Service Programs, Community Services, Higher Education, *Program Design, Program Development, Program Planning, *Student Participation, *Student Volunteers
This manual describes a variety of approaches a college or university can take to support student volunteers. It summarizes 6 models of volunteer programs currently in use on campuses and describes in detail a seventh "comprehensive" model that allows the school to assist and give general direction but permits students freedom to run their own programs. Financial, administrative, and many practical aspects are covered. Suggestions for both small and large scale service programs are made. The appendices contain a "-mini-manual" for students to use in developing volunteer programs and sample records and forms used in existing programs. (JS)

ED 052 695 HE 002 305
Melnick, Murray
Higher Education for the Disadvantaged: Summary. Abstracts and Reviews of Research in Higher Education. Number 12.
Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.
Pub Date Apr 71
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement, *Disadvantaged Youth, Educational Research, *Performance, *Performance Factors, *Student Characteristics, *Student Research
Identifiers—*Upward Bound
This paper reviews research on the success of Upward Bound students and the performance of disadvantaged students in college. An examination of more than 20 Upward Bound studies tends to show that slight gains in motivational readiness for college were registered. Upward Bound students appear to enter college at a higher rate (80%) than the national average (65%) and are only slightly behind in the number still enrolled among non-program counterparts. The studies indicate the extent of institutional involvement with disadvantaged students is not great. As late as 1968, three-quarters of the institutions surveyed sponsored no special efforts for the disadvantaged; few institutions with such programs approached the problem with maximum utilization of their resources. The graduation rate of black students is said to be high (90% versus 60% for whites) but there are little data on the progress of students specifically designated as disadvantaged. Existing data usually refer to first semester college GPAs as the dependent variable. Suggestions for further research are discussed in relation to remediation strategies, the role of the instructore, and application of the definition "-high-risk." (JS)

ED 052 696 HE 002 306
McFarlane, William H. Wheeler, Charles L.
Legal and Political Issues of State Aid for Private Higher Education.
Southern Regional Education Board, Atlanta, Ga.
Pub Date 71
Note—79p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia (2.25)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Court Litigation, Educational Finance, *Financial Support, Higher Education, *Legal Problems, *Private Colleges, Southern States, *State Aid

This report on state support for private higher education expands a 1969 survey of national trends prepared for the Southern Regional Education Board. It presents the findings of several empirical studies which: (1) examine various legal constraints and judicial interpretations related to tax appropriations for private schools; and (2) examine the attitudes of Southern education and political leaders toward basic questions in this area. A review of the findings shows there is much more flexibility than generally supposed both in the state support measures that could be adopted and in the respondents' attitudes toward specific types of state aid. The appendices include specific pertinent state constitutional provisions, legal decisions on "The Degree of Entanglement Standard" and purchase of secular services from parochial schools, early cases involving state aid, and the questionnaire sent to political and educational officials. (JS)

ED 052 697 HE 002 307
Melnick, Murray
Counseling of Doctoral Candidates. Abstracts and Reviews of Research in Higher Education, Number 13.
Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.
Pub Date Jun 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counseling, Doctoral Degrees, *Doctoral Programs, Educational Research, *Graduate Study, *Guidance Counseling, Higher Education, *Student Research

This report abstracts 13 studies directly or indirectly concerned with the counseling of graduate students. They identify some of the problems graduate students face and suggest changes that could be made in graduate programs to alleviate student dissatisfaction. The studies deal with: the need for counseling, the stifling of creativity, foreign language requirements, faculty-student contacts, predictions of postgraduate success, time taken to complete the PhD, and dropouts. (JS)

ED 052 698 HE 002 309
Towards New Structures of Post-Secondary Education; A Preliminary Statement of Issues.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date Jun 71
Note—95p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Change, *Educational Planning, *Foreign Countries, *Higher Education, Junior Colleges, Models, *Planning, *Universal Education

This report deals with some of the basic problems member countries of the Organization for Economic Cooperation and Development have to face as they approach the threshold of mass higher education. Part I deals with the issues in the planning of future overall structures of post-secondary education. Specifically, it discusses: (1) prospects of further growth; (2) economic constraints; (3) the end of elitist higher education in Western Europe; (4) deficiencies in the existing structures; (5) the relationship between secondary and post-secondary education; (6) different models of mass higher education; (7) differences in the curricula of the traditional and the mass higher education system; and (8) the relationships between higher education and society and education and employment. Part II of the report deals with the problems involved in short-cycle education outside the universities, specifically the different models of short-cycle higher education institutions (SCI) such as the junior colleges, polytechnical schools, etc. Also discussed are the objectives and motivations behind the development and reform of the SCI and the issues and dilemmas that have to be faced. (AF)

ED 052 699 HE 002 311
Federal Funds for Academic Science. Fiscal Year 1969.
National Science Foundation, Washington, D.C.
Report No—NSF-71-7
Pub Date 71
Note—95p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Federal Aid, *Federal Programs, *Financial Support, Higher Education, Research and Development Centers, *Science Facilities, Sciences, *Scientific Research

The source of the information presented in this report is a government-wide data system established by the Committee on Academic Science and Engineering to provide policy makers with comprehensive information on federally funded activities at universities and colleges. Part I, dealing with total federal academic science support, covers trends in funding, academic science by type of activity and agency, fields of science by type of activity and agency, geographic patterns and distribution of funds at the first 100 institutions by type of activity and field of science. Part II presents data on major types of federally funded academic science activities: research and development, facilities and equipment, and science education. Tables, charts, and other illustrations accompany the discussion. (JS)

ED 052 700 HE 002 313
Witmer, David R.
Special Alumni Survey; Design, Coding and Data on Earnings. First Report 1970.
Wisconsin State Univ. System, Madison.
Pub Date 70
Note—84p.; Office of Institutional Studies
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Alumni, *Education, *Higher Education, *Income, *Occupations, *Surveys
Identifiers—*Wisconsin State Universities System

In the belief that college and university programs cannot be meaningfully improved in the absence of information about their outcomes and effects, the Wisconsin State Universities System conducted a special alumni survey to obtain 1968 data on the occupation, salary, income and continuing education of a random sample of persons who had attended some of the State institutions. This report presents: (1) the survey instrument; (2) a discussion of the sample selection, the mailing, and the response; and (3) information and tables on post college earning for men and women both in terms of lifetime earnings and first year earnings by major field of study. (AF)

ED 052 701 HE 002 321
A Report to the President from the Committee on the Status of Professional Women at Yale.
Yale Univ., New Haven, Conn.
Pub Date May 71
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, College Faculty, Doctoral Degrees, Employment Opportunities, *Employment Practices, *Females, Higher Education, *Social Discrimination, *Women Professors
Identifiers—*Yale University

The Committee on the Status of Professional Women at Yale was charged by the University's President "to review the present participation of women in teaching and administration at Yale, to explore ways of increasing the participation of women under existing policies, and to suggest revisions in existing policies and procedures in order to increase such participation." This report concludes that an unacceptably high number of women at Yale do not reach the professional fulfillment to which their training ought to entitle them. Women receive 14 percent of the doctorates, but account for only 3 percent of the appointments at assistant professor rank or above in the Faculty of Arts and Sciences. The absence of women at the administrative level is equally glaring. Twenty-six recommendations are made to help remedy this situation. A brief discussion of the special problem of the research associate is included in the appendix, as well as tables indicating the number and percent of women students, Ph.D.'s, and faculty in 11 major departments. (AF)

ED 052 702 HE 002 322
Counelis, James Steve
The Open Systems University and Organizational Intelligence.
San Francisco Univ., Calif. Dept. of Education.
Pub Date 20 May 71
Note—32p.; Paper presented at Association for Institutional Research Forum, Denver, Colorado, May 17-20, 1971
Descriptors—*Higher Education, *Institutional Research, *Mathematical Models, Philosophy

The open systems model of the university defines the function of institutional research to be a cybernetic one. The internal and external reality-testing function is a vital duty and a moral charge. Though policy makers and educational practitioners can carry on for a considerable length of time with organizational intelligence of low validity, the gradual and cumulative results of low validity intelligence is organizational crisis. Therefore, the institutional researcher labors under a categorical imperative, a duty toward institutional integrity and survival. But more significantly, this categorical imperative rests as a creative opportunity upon the total university as community, no less for trustee and president than for faculty, students and the many valued service personnel. (Author)

ED 052 703 HE 002 323
Employment Survey. Survey of Employment of Women and Members of Various Ethnic Groups.
California State Colleges, Inglewood. Office of the Chancellor.
Pub Date 70
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employment Statistics, Ethnic Distribution, *Ethnic Groups, *Minority Groups, Negro Employment, *Occupational Surveys, Surveys, Women Professors, *Working Women
Identifiers—*California State Colleges

This report contains data from the sixth annual survey of ethnic group employment in the California State Colleges. For the first time, colleges were asked to report the number of male and female incumbents of positions included in the survey, which covered the 1969-70 academic year. The survey includes employees who serve half-time or more in clerical, trade and craft, technical and sub-professional, custodial, professional, administrative, instructional faculty, supervisory and protective service positions. Salary ranges were grouped into 4 broad brackets. The five designated ethnic groups were Negro, Oriental, other non-white, Mexican-American, and other Caucasian. In addition to tables presenting the data, the report includes: a narrative summary of "highlights"; a digest comparing 1970 information with that in previous reports; a description of unique problems and special programs related to recruitment, employment and training of ethnic minorities; and general conclusions. (JS)

ED 052 704 HE 002 326
Interim Report of the Select Committee to Investigate Campus Disturbances to the 108th Ohio General Assembly Pursuant to Am. Sub. S. Con. R. No. 34.
Ohio House of Representatives, Columbus.
Pub Date 71
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, *Demonstrations (Civil), *Discipline Policy, Governance, State Colleges, *State Universities, *Student College Relationship
Identifiers—*Ohio

In its examination of the circumstances surrounding recent disorders and the closing of state colleges and universities in Ohio, the select committee held hearings at each institution, received testimony and exhibits from persons within and outside the academic community, and gathered information from studies conducted in other states. Directed to identify the main causes of student unrest, the committee found that most specific underlying reasons involve problems that arise from and must be solved by universities themselves. Findings and recommendations are presented in the areas of: standards of conduct and discipline, faculty rights and obligations, university operations, campus security and law enforcement, and organized efforts to disrupt. (JS)

ED 052 705 HE 002 331
A Catalogue of Materials Available for Exchange.
National Council for Educational Technology, London (England).
Pub Date Mar 71
Note—32p.; Higher Education Learning Programmes Information Service (HELPIS)

Available from—The National Council for Educational Technology, 160 Great Portland Street, London W1N 5TB, England (50p)
Document Not Available from EDRS.
Descriptors—*Audiovisual Aids, *Catalogs, *Foreign Countries, *Higher Education
Identifiers—*Great Britain
This catalogue gives details of some of the unpublished films, videotapes, slides and other recorded learning programs which: (1) have been produced in British universities, polytechnics, colleges of education, and other institutions of higher education primarily for their own use; (2) may be suitable for use outside the originating institutions; and (3) may embody experience of value to others wishing to prepare recordings on the same or similar topics. Medical education and language teaching materials have been excluded. (AF)

ED 052 706 HE 002 334
Byrnes, James C.
On the Growth and Financing of Post-Secondary Education: Who Pays, Student or Taxpayer?
Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center, Syracuse, N.Y.
Pub Date Apr 71
Note—12p.; Paper prepared for the Educational Staff Seminar on Alternatives in Post-Secondary Education, Educational Policy Research Center, Syracuse University Research Corp., Syracuse, N.Y., April 30-May 1, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, *Federal Government, *Financial Support, *Higher Education, Post Secondary Education, *Student Costs, Student Loan Programs, Universal Education
Postsecondary education in the United States is in a state of financial crisis. The two reasons for this are: (1) the college age population increased at a rate of 4.2 percent per year during the 1960's; and (2) during the 1960's the locus of growth in the number of years of formal education completed by the young shifted from secondary to postsecondary levels. During the 1960's, the average number of staff members per student declined at a rate of minus 1.5 percent per year, and dollar expenditure per staff member increased by only 1.0 percent per year, as opposed to a 3.3 percent increase for the average U.S. family. Because a college education can help the individual achieve a higher lifetime income, it cannot be restricted to anyone for arbitrary reasons. More important, a college education gives a person an opportunity to enhance his skills and abilities, and it is society that ultimately benefits. Society should therefore finance the future growth in postsecondary education by creating two new programs of educational aid. One should be a general per student-year grant sufficient to provide a basic minimum level of resources to any non-profit organization that provides educational services of a nonexclusive nature. The second program would permit students to finance as much of their expenses as they wish through a government postsecondary education tax foundation. (AF)

ED 052 707 HE 002 335
Neutrality or Partisanship: A Dilemma of Academic Institutions.
Carnegie Foundation for the Advancement of Teaching, New York, N.Y.
Report No—Bull-34
Pub Date 71
Note—83p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Freedom, College Faculty, Foreign Countries, Higher Education, *Institutional Role, Political Affiliation, *Political Socialization, *Social Responsibility, *Universities
This document contains several papers that were prepared for the 65th annual meeting of the Carnegie Foundation in November 1970. The first paper, "European Universities as Partisans" by Fritz Machlup, traces the slow development of the principle of the nonpartisan and doctrinally uncommitted university as a proper shield of individual academic freedom. This is followed by a statement expressing Machlup's opposition to collective partisanship on the part of university faculty. In "Institutional Neutrality: An Appraisal," Walter P. Metzger reviews the academic rationale for neutrality in American colleges and universities set forth in 1915 by Arthur Lovejoy. He also identifies some of the forces that are creating pressures on American institutions to modify this rationale. The last article, "The Socially Uninvolved University" by Richard H. Sullivan, organizes and extends some of the ideas that were expressed at the 1970 meeting. (AF)

ED 052 708 HE 002 336
New Approaches to Student Financial Aid; Report of the Panel on Student Financial Need Analysis.
College Entrance Examination Board, New York, N.Y.
Pub Date 71
Note—142p.
Available from—Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 ($3.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*College Students, Disadvantaged Youth, Educational Finance, Family Income, *Financial Needs, *Financial Services, *Financial Support, *Higher Education, Minority Groups
Identifiers—*College Scholarship Service
The College Scholarship Service (CSS) was established to develop a standardized need analysis system and collateral services that had to provide: (1) a standard form for the collection of data pertaining to family income, assests and other family circumstances that might affect parental ability to pay for higher education; (2) a rationale for analysis of the data; (3) centralized processing and distribution of the information; and (4) agreement among users of the CSS services to policies for the distribution of funds to students on the basis of actual need rather than competitive bidding. A panel was established in 1968 to review the CSS system within the current frame of parental responsibility, and this report presents the panel's evaluations and recommendations for change. It deals with the following topics: (1) college admissions and financial aid policies as revealed by institutional practices; (2) financial aid attitudes and concerns of users and problems of special student populations; (3) adequacy of CSS need analysis system for low income and minority students; (4) technical changes to improve equity in determination of parental contributions; and (5) the packaging of financial aid. A report on student attitudes toward student aid and the questionnaire are appended. (AF)

ED 052 709 HE 002 337
Education Beyond High School. The Regents Planning Bulletin Concerning the Regents Statewide Plan for the Development of Higher Education, 1972 of the Regents of The University of the State of New York.
New York State Education Dept., Albany.
Pub Date Apr 71
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Involvement, Equal Education, *Higher Education, *Objectives, *Planning, Social Responsibility, *State Universities, *Statewide Planning
Identifiers—*New York State
This planning bulletin presents the goals and priorities that the New York State University Regents consider to be the major statewide concerns for post-secondary education in the years ahead, and it is intended to be a guide for the development of the 1972 master plan by the State's institutions of higher education. Part I of the bulletin sets forth a statement of purpose and goals for higher education into the 1980's. The goals include: (1) equalization of educational opportunities; (2) the creation of a comprehensive system of higher education; (3) excellence in the pursuit of knowledge; (4) meeting the educational needs of society; and (5) having a system that is responsive to community needs. Part II identifies and describes priority concerns as seen by the Regents; these include: the provision of higher education for all age groups; open admissions; a relevant curriculum; effective teacher education; the economics and financing of higher education; financial aid to students; mobility in the educational continuum; governance; and the development of complementary institutional relationships. Part III explains the statewide planning process. The bulletin concludes with a bibliography of materials concerning the current status and role of higher education in society. (AF)

ED 052 710 HE 002 338
Young, Kenneth E.
Access to Higher Education.
American Association of State Colleges and Universities, Washington, D.C.
Pub Date 26 Apr 71
Note—66p.; Background paper prepared for a national project of the American Association of State Colleges and Universities
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Admission Criteria, *College Admission, *Higher Education, Open Enrollment, *Student Characteristics, *Universal Education
This paper identifies some manifestations of "access" and also examines certain barriers to college admittance that have been significant in the past and, in certain instances, continue to the present. Accordingly, the first section traces the history of enrollment growth and notes that: (1) access to given institutions of higher education has changed, whereby many colleges and universities have altered their program emphasis or changed their admission standards; (2) access to various types of institutions of higher education has evolved into certain recognizable patterns; and (3) certain groups have experienced more difficulty than others in gaining access to higher education and access throughout history has been related to certain student characteristics: age, sex, race, religion, place of residence, socioeconomic status, and educational preparation. Section 2 of the paper deals with each of these characteristics as they have affected access. Appendix A discusses the structure of higher education as it relates to access and outlines the major changes in structure that have taken place. Appendix B deals with changes in the student population in higher education in the last 2 1/2 centuries in terms of age, sex, race, religion, place of residence, socioeconomic status, and educational preparation. (AF)

ED 052 711 HE 002 339
Handbook of Student Internship Program Operating in State and Local Agencies of the Commonwealth of Massachusetts.
Massachusetts State Bureau of Personnel and Standardization, Boston, Mass.
Pub Date 70
Note—36p.; Prepared by the Employee Training Section, Bureau of Personnel and Standardization
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*City Government, *College Students, *Internship Programs, *State Agencies, *State Government, Work Experience
Identifiers—*Massachusetts
The purpose of this handbook is to provide information on opportunities for college students to work in state and local agencies in Massachusetts. The internship programs included are those that: (1) are open to students of virtually any accredited college or university in the State, as well as legal residents attending out of state institutions; and (2) place students in government positions providing either worthwhile on-the-job experience for those considering careers in government or a greater understanding of the workings of government service. Information on the programs include: (1) background, (2) scope, (3) hours, (4) wages, (5) funding, (6) training, (7) credits extended, and (8) how and where to apply. (AF)

ED 052 712 HE 002 340
Watley, Donivan J.
Black and Nonblack Youth: Characteristics and College Attendance Patterns.
National Merit Scholarship Corp., Evanston, Ill.
Report No—NMSC-RR-Vol-7-4
Pub Date 71
Note—54p.
Available from—Research Division, National Merit Scholarship Corporation, 990 Grove Street, Evanston, Illinois 60201
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Attendance, *College Bound Students, Higher Education, *Negro Students, Performance, Persistence, *Student Characteristics, *Superior Students
To investigate whether there are significant numbers of academically talented students in disadvantaged populations (black and non-black) who do not pursue a higher education, 28,000 National Merit Scholar Qualifying Test participants were administered a questionnaire. The

sample was divided into 72 subgroups formed on the basis of race (black or non-black), sex, ability level, and geographic region of residence. The results, despite a low response rate, strongly suggest that the test-bright achiever of either race is almost certain to enter college regardless of factors such as sex or parental earnings. Data are reported on the location and type of college attended, freshman year persistence, and grades obtained. (JS)

ED 052 713 HE 002 341
Watley, Donivan J.
Black and Nonblack Youth: Finances and College Attendance.
National Merit Scholarship Corp., Evanston, Ill.
Report No—NMSC-RR-Vol-7-6
Pub Date 71
Note—21p.
Available from—Research Division, National Merit Scholarship Corporation, 990 Grove Street, Evanston, Illinois 60201
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Attendance, *Financial Support, Higher Education, *Negro Students, *Student Characteristics, Student Loan Programs, *Superior Students

Despite the fact that the cost of a college education can be high, over 60% of high school graduates now enter some type of formal post-high school academic program. To find out what financial sources students use to pay for their college education, 28,800 National Merit Scholar Qualifying Test participants were administered a questionnaire. The sample was divided into 72 subgroups formed on the basis of race (black or nonblack), sex, ability level, and geographic region of residence. Although the response rate was low, it justified these tentative conclusions: a substantially higher percentage of blacks were supported by scholarships, federal government aid, and college loans; more blacks had bank loans and worked during the academic year; women received scholarships and federal aid as often as did males; a considerably higher percentage of blacks attended 4-year private institutions; sources of support were related to type of college attended. Regardless of sex or level of parental income, blacks who did not attend college were much more likely than nonblacks to cite lack of funds as the reason; males more often than females and Southerners more often than inhabitants of other regions were more likely to cite lack of funds as the reason they did not pursue a higher education. (JS)

ED 052 714 HE 002 342
Portman, David N.
Authority and Admissions Policy at 118 American Colleges and Universities.
Syracuse Univ., N.Y.
Pub Date Mar 71
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Policy, *Administrator Responsibility, *Administrator Role, *Admission (School), *College Admission

This paper concerns a study conducted to determine: where fundamental authority for undergraduate admissions policy lies; to what extent the chief admissions officer influences policy; whether a shift from one policy maker to another has been observed; and which constituent groups should be involved in formulating admissions policy. A questionnaire was sent to the chief admissions officer at 226 colleges and universities in all sections of the country. The 118 institutions that responded were grouped, according to their own descriptions, into: state universities, private universities, and private colleges. Tables illustrate discussion of the responses. (JS)

ED 052 715 HE 002 343
The Governance of The George Washington University. Report of the Commission on Governance of the University.
George Washington Univ., Washington, D.C.
Pub Date May 71
Note—62p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, *Governance, *Planning, *Student Participation, *University Administration

Charged with examining "responsibility, authority, and decision making" within The George Washington University, Washington, D.C., the Commission first explored the impact of modernization on governance. Chapter I of its report discusses the topic and summarizes major recommendations. Chapter II deals with participation in the academic community and discusses the appropriate roles of students, faculty trustees, administrators, and others. Chapter III discusses self-discipline with relation to the student body and the faculty. Chapter IV contains guidelines for informal and formal channels of communication within the University. Chapter V describes the present status of the University's fiscal management and suggests changes in planning and programming functions. Appendix A details a proposed Office of Planning and Budget. (JS)

ED 052 716 HE 002 344
Carbone, Robert F. Jenson, Oscar
Non-Resident Students at State Universities and Land-Grant Colleges.
Maryland Univ., College Park. Coll. of Education.
Pub Date 7 Jan 71
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Policy, *College Admission, *Nonresident Students, *State Universities, *Tuition

This report provides information on 2 issues related to the nonresident student: policies covering their admission and procedures for establishing tuition levels. Data were collected from a questionnaire distributed to 117 state universities and land-grant colleges. The survey focused on: quotas or limitations on admission of nonresidents; nonresident admissions policies as a technique for ensuring diversity in university student bodies; tuition differentials for resident and nonresident students; the basis for determining tuition differentials; and the body or agency responsible for determining tuition differentials. Data gleaned from the 98 responding institutions are discussed and tabulated. It was found that 3 out of 5 responding major public universities find it unnecessary to place tight controls on admission of nonresidents; all institutions work under the assumption that a mix of students is beneficial to the educational environment, although few appear to have a systematic approach to nonresident admissions or to select their students with an eye toward achieving a more desirable mix; the differential between resident and nonresident tuition is substantial in all parts of the country; and nonresidents, more than their fellow students, are coming under increasing pressure. (JS)

ED 052 717 HE 002 345
Portman, David N.
The Work-Study Program in Higher Education.
Syracuse Univ., N.Y.
Pub Date Dec 70
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Higher Education, *Work Study Programs

This paper examines the concept of the work-study or cooperative program in higher education and describes how it operates at 6 colleges and universities. Discussion of research results concerning the advantages of such programs is followed by some unanswered questions regarding the true effectiveness of work-study programs. A bibliography in which some items are annotated concludes the paper. (JS)

ED 052 718 HE 002 346
Pennell, Maryland Y. And Others
Accreditation and Certification in Relation to Allied Health Manpower.
National Institutes of Health (DHEW), Bethesda, Md.
Pub Date 71
Note—46p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Accreditation (Institutions), *Certification, *Health Occupations, Health Occupations Education, *Health Personnel, *Professional Associations

This publication focuses on the role of professional associations and societies in accrediting and approving educational programs and registering and certifying qualified health personnel in the allied health field. These functions of the associations directly affect the quantity and quality of health manpower. A general consideration of accreditation is followed by descriptions of how the US office of Education, National Commission on Accrediting, AMA Council on Medical Education, and ADA Council on Dental Education carry out these functions. Discussion of the process of and requirements for certification precedes a summary of issues affecting allied health professions and occupations. Appendix A provides information about 16 allied health occupations. Appendix B presents tables on state-licensed health occupations, associations recognized for specialized accreditation, and designation of certification or registration by non-government agencies. (JS)

ED 052 719 HE 002 347
Davis, J. A.
The Trustee in North Carolina.
Pub Date 11 Dec 69
Note—6p.; Paper presented at Governor's Conference on Trustee Responsibility for the Campus in Crisis, held at Institute of Government, Chapel Hill, North Carolina, December 10-11, 1969
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitudes, *Governing Boards, Higher Education, *State Surveys, *Surveys, *Trustees
Identifiers—*North Carolina

This paper discusses responses to a survey paralleling a national study of trustees in North Carolina. Conducted in 1968, the survey was aimed at 1600 trustees; some 800 responded. The remarks deal principally with findings of importance to the trustees themselves, and answered 4 general questions: (1) who are North Carolina's trustees; (2) how prepared are they for the trusteeship; (3) what are their views toward constituents of their campuses; and (4) how do they operate. The first question covers characteristics such as age, race, education, religion, occupation, and political views. The second used indicators of preparedness such as familiarity with relevant reading material and participation in campus activities. The third documented attitudes toward students, faculty and administrators. How trustees operate was explored by selecting issues and asking respondents whether they should decide, review and advise on, or approve and confirm them. (JS)

ED 052 720 HE 002 350
Ogden, G. Barton
Project 10: Some Consequences of an Innovative Living-Learning Program.
Springfield Coll., Mass.
Pub Date 4 Jun 71
Note—14p.; Paper presented at the Annual Meeting of the New England Educational Research Organization, Boston College, Chestnut Hill, Massachusetts, June 3-4, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cluster Colleges, *Experimental Colleges, Innovation, *Residential Colleges, *Residential Programs, *Student Characteristics

This study compares students in a living-learning program with those in a conventional program. Attitudes and perceptions of the learning environment were the variables measured during the students' fourth semester in college. The learning environment variables were: democratic governance, undergraduate learning, freedom, and concern for innovation. Attitude variables used were: the thinking introversion, theoretical orientation, estheticism, and complexity of outlook scales of the Omnibus Personality Inventory; the community and peers scales of the Alienation Index; and the concepts of interpersonal relationships, community, and independence autonomy as measured by the Semantic Differential. Significant differences were found in undergraduate learning, freedom, thinking introversion, and complexity of outlook. It was concluded that: (1) a distinctive educational environment can be created within a subunit of a large university; (2) students attracted have strong academic and intellectual interests; (3) faculty participation should be at the invitation of students; (4) programs should not exceed 250 students; and (5) the parent institution should encourage autonomy for innovative programs. (JS)

ED 052 721 HE 002 351
Anarchy in the Academy. Second Report of The Temporary Commission to Study the Causes of Campus Unrest.
New York State Legislature, Albany.
Pub Date 1 Mar 71
Note—278p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Activism, *Demonstrations (Civil), Higher Education, High Schools, *Planning, *Secondary Education, *Social Change, Student Behavior
Identifiers—*New York State
In the course of studying the causes of student unrest in colleges and secondary schools, the Commission reviewed recent reports, visited institutions, held hearings throughout New York State, interviewed political, educational and lay leaders, undertook case studies and a school profile, and solicited and reviewed letters and other communications from members of the academic community, parents and the public. They also held symposia with both public and private secondary school students, surveyed administrators of 212 colleges and universities, 100 secondary school administrators, and 200 high school seniors from various parts of the state, and held conferences with the chancellor and trustees of the State University of New York, private college and university personnel, and members of the New York State Department of Education. This report, divided into sections on secondary and higher education, discusses and presents the data gathered and offers recommendations t the public, the schools, and the State Legislature. (JS)

ED 052 722 HE 002 352
The Academy in Turmoil. First Report of the Temporary Commission to Study the Causes of Campus Unrest.
New York State Legislature, Albany.
Pub Date 1 Feb 70
Note—195p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Activism, *College Students, *Higher Education, Social Problems, *Student Attitudes, *Student Behavior, Student College Relationship
Identifiers—*New York State
The purpose of this study was to discover the underlying and fundamental causes of campus unrest. An attempt was also made to determine how much of campus unrest is a reflection of social ills, and how much is a reflection of current dissatisfactions and uneasiness concerning college curriculum. The report opens with a prologue by the Commission chairman Charles D. Henderson, which is followed by a statement by Stanley J. Reiben, the Commission's counsel, which expresses his insights into the problems of youth, and summarizes his impressions gained during the study year regarding the causes of campus unrest. The report deals with: (1) the structure of higher education in New York State; (2) campus unrest as a national phenomenon; (3) the scope of campus unrest in New York State, 1967-69; (4) selected case studies of campus unrest in New York State and some observations drawn from these case studies; (5) student concerns for reforming institutions of higher learning; (6) the proper role of constituents of the college community; (7) a summary of the 8 public meetings that were held throughout the State; and (8) the conclusions and recommendations. The act establishing the Commission is included in the appendix. (AF)

ED 052 723 HE 002 353
Second Annal Report for Training Program for Neighborhood Physicians. Final Report.
Howard Univ., Washington, D.C. Coll. of Medicine.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.
Pub Date 20 Jan 71
Note—178p.; NIH-70-4089(P)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Community Health, *Medical Education, Medical Services, *Negro Education, *Physicians, *Professional Continuing Education
Identifiers—*Howard University Medical School
The purpose of the Howard University training program for neighborhood physicians is to engage these physicians in services stressing ambulatory patient care, while at the same time creating in them a sense of responsibility. One of the major reasons for initiating this program was the realization that until a few years ago many of the black physicians in Washington, D.C. had little or no affiliations with the local hospitals and thus had no opportunity to continue their medical education and practice pattern improvement. The Howard University program used existing community and university health services and paramedical agencies to form an educational comprehensive medical care service. The neighborhood physician became part of the university staff. This report presents information on: (1) the development of the Department of Family Practice; (2) the educational activities engaged in; (3) the application of findings of the continuing medical program; (4) the objectives and accomplishments of the contract; (5) the satellite program in Baltimore; and (6) a prototype model kit. The appendix includes samples of participant and faculty correspondence and a schedule of activities in June and July. (AF)

ED 052 724 HE 002 354
Lipset, Seymour Martin
American Student Activism.
Rand Corp., Santa Monica, Calif.
Report No—P-3893
Pub Date Jul 68
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, College Environment, *College Students, Family Background, *Higher Education, Social Change, Social Problems, *Student Characteristics
Unlike the student protest movements of the 1930's, which were linked to adult political parties, the dominant ones of the present constitute a genuine youth rebellion. This is primarily due to a change in the political climate in the last 10 years, with emphasis shifting from events and threats from abroad to social ills at home. Student activism is generally a result of social discontent. Though a small minority, activist students have dominated the political tone of many campuses (they are characteristically from homes of liberal persuasion that are relatively well to do). Once activated, student groups can play a major role in mobilizing public opinion. The factors that motivate students to action are those frustrating elements in the student role. Students are by occupation a marginal group: they are in a period of transition with no specific social or occupational role, often dependent on their parents, and in an environment that is full of tension and primarily idealistic. Involvement in university life and often the political traditions and image of the institution itself make politics a particularly critical source of self-expression. The changing faculty role has helped create a climate of opinion that presses students to the left, and because of fewer commitments students are more available for new political movements. (AF)

ED 052 725 HE 002 355
Haggart, S. A.
Developing a Program Budgeting System as an Aid in Planning Higher Education.
Rand Corp., Santa Monica, Calif.
Report No—P-4252
Pub Date Nov 69
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Coordination, *Educational Planning, *Higher Education, Information Needs, *Planning, *Program Budgeting
In planning for higher education, budgets should be developed that reflect not merely the status quo but rather provide a realistic picture of what occurs relative to what should occur in current programs. This requires setting up an informational framework to provide a mechanism for generating and evaluating alternate ways to achieve objectives--in essence a program budgeting system (PBS). This paper discusses: (1) the basic features of program budgeting; (2) the problem areas in developing a PBS; (3) the need for all levels of the institution to participate in the development of the PBS and the educational effort involved in getting this participation; (4) the necessity of effective coordination of development activities; (5) the need for the development and maintenance of an analytic capability; (6) the need to decide who does what in developing the system; and (7) the first step in academic planning within a PBS at the department, school, college, university, and system level. (AF)

ED 052 726 HE 002 356
Hammond, Allen L.
A Flow Model for Higher Education.
Rand Corp., Santa Monica, Calif.
Report No—P-3922
Pub Date Aug 68
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Decision Making, Degrees (Titles), *Doctoral Degrees, Educational Policy, Faculty, *Higher Education, *Models, Sciences, *Scientific Manpower
The flow model in this report is based on the assumption that degree production (output) is a function of the teaching input (number of faculty) but independent of the student input, except in special circumstances. The basic model deals with the flow of people from one stage of education in science to another, from undergraduate to graduate to postdoctoral status, and to professional employment either within the academic world or outside it. The model should be useful in analyzing national educational data and in answering some policy questions. This report also discusses modifications of the basic model in reference to special situations such as national draft policy, and its limitations. Economic inputs, particularly the role of federal funding and its influence on the system, are briefly considered and several policy implications and recommendations for future research are presented. (AF)

ED 052 727 HE 002 357
Opportunity to Reduce Federal Interest Costs by Changing Loan Disbursement Procedures under the Guaranteed Student Loan Program. Report to the Congress by the Comptroller General of the United States.
Comptroller General of the U.S., Washington, D.C.
Pub Date 20 Apr 70
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, *Costs, *Federal Government, *Higher Education, Interest, *Student Loan Programs
Identifiers—*Guaranteed Student Loan Program
The Guaranteed Student Loan Program (GSL) is made up of two components: a State or private nonprofit agency loan insurance program and a Federal loan insurance program. Students in postsecondary institutions can obtain long-term loans on which the government generally pays the interest while the student is in school. The government bears all losses for defaulted federally insured loans and a large portion of the losses for defaulted State or privately insured loans. This review by the General Accounting Office examines lending institutions' loan disbursement policies and practices under the GSL program and their effect on the cost to the Government for interest payments made on behalf of qualified student borrowers. An effort also was made to determine whether certain students who had received loans under the program continued to be eligible for such funds throughout the academic periods for which the funds were intended. This report discusses the authorizing legislation, the program operation, and loans disbursed since 1966. It also examines opportunities to reduce federal interest costs on student loans: the major one being to arrange for lending institutions to disburse student loans on an installment basis when the funds are for use in more than one academic period, rather than in a lump sum. (AF)

ED 052 728 HE 002 358
Rules of Appointment at Franklin Pierce College.
Franklyn Pierce Coll., Rindge, N.H.
Pub Date 15 Mar 71
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, *Faculty, *Higher Education, Teacher Employment, *Tenure
Identifiers—*Franklin Pierce College
This memorandum sets forth the regulations and procedures affecting appointments to the instructional faculty of Franklin Pierce College. Part A: General Provisions, includes information on faculty ranks, the procedure of appointment, the regular review, and normal retirement. Part B deals with the terms and conditions of appointment, including the determination of the conditions, the period of appointment, and notice of reappointment or non-reappointment. Part C: Special Provisions, discusses: (1) release from

contractual obligations; (2) termination for financial exigency or discontinuation of the program; (3) termination for cause and the due proceedings involved; (4) appeal for non-reappointment; and (5) disability retirement. (AF)

ED 052 729 HE 002 359
Statement of the University Faculty Senate Regarding Faculty Excellence (City University of New York).
City Univ. of New York, N.Y.
Pub Date Nov 70
Note—10p.; Unanimously approved by the Senate on November 11, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, *Faculty, *Faculty Promotion, *Faculty Recruitment, Promotion (Occupational), Recruitment, *Tenure
Identifiers—*New York City University

The Faculty Excellence Committee, a special task force created by the Faculty Senate of the City University of New York, was requested to study all aspects of the problems concerning recruitment, appointment, promotion, and tenure at the University. This report discusses: (1) the problems of recruiting and appointing highly qualified faculty because of the University's budgetary policies and practices, and the difficulties encountered by having to recruit an unusually large number of faculty members in the lower ranks because of increased enrollments; (2) the necessity to promote only those faculty members of proven merit and with superior academic performance, rather than wholesale promotions; and (3) the importance of tenure to faculty and institution alike, and the need to judge tenure candidates on the basis of objective standards of academic excellence and merit. Nine recommendations are offered which the Senate believes will strengthen the present procedures regarding recruitment and appointment, promotion, and tenure. (AF)

ED 052 730 24 HE 002 360
Farmer, James
An Approach to Planning and Management Systems Implementation.
California State Colleges, Los Angeles.
Bureau No—BR-8-0708
Pub Date Jan 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Higher Education, Information Systems, *Management Systems, Models, *Planning, *Program Development, *Systems Development
Identifiers—*Planning and Management System

This paper describes the reasons for development and implementation of planning management systems in institutions of higher education, relates the history and significance of the Western Interstate Commission for Higher Education Planning and Management System (PMS) program, and compares 2 approaches to implementation. It is suggested that a gradual or evolutionary approach to implementation is preferable to a large-scale design and implementation program in order to gain the benefit of training and early experience. The 6 suggested beginning steps are: executive training, development of an analytic capability, implementation of program cost accounting, application of a resource requirement model, application of a student flow model, and selection and implementation of a scheduling model. The first 2 steps are necessary to develop executive capability and confidence in the planning technology. Cost accounting is a prerequisite to almost all other analytic efforts. Implementation of the 2 models is recommended to gain a better understanding of the institution's underlying processes. (Author)

ED 052 731 HE 002 361
Mayhew, Lewis B.
Changing Practices in Education for the Professions.
Southern Regional Education Board, Atlanta, Ga.
Report No—SREB-RM-17
Pub Date 71
Note—85p.
Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30311 ($2.25)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum Development, *Educational Change, *Educational Innovation, *Innovation, Interdisciplinary Approach, *Professional Education

This monograph discusses some of the reforms and changes that have taken place in professional schools. Chapter I discusses: (1) the nature and characteristics of professions; (2) the evolution of professional education; (3) the purposes of professional education and some of its persistent problems; and (4) the forces that are pushing for radical change in professional education. Chapter 2 deals with the unresolved issues, including issues of national and social policy and relationships in the professions and between the professional schools and the university, as well as curricular problems. Chapter 3 describes attempted reforms including (1) reforms in undergraduate education, such as curricular changes, calendar changes, changes in the use of the media, and in new interdepartmental approach; (3) flexibility in course requirements; (4) changes in the calendar; (5) new organizational patterns; (6) new clusters of academic units; (7) changed admissions policies; (8) reconsideration of academic degrees; (9) innovations in teaching techniques; (10) the adding of internationalism to the curriculum; and (11) attempts to develop in the student a sense of morality, ethics and professional identity. Chapter 4 deals with models, guidelines and criteria for reform. (AF)

ED 052 732 HE 002 362
A National Program to Expand Educational Opportunity in Hospital and Health Care Administration.
Association of University Programs in Hospital Administration, Washington, D.C.
Pub Date Apr 71
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, Financial Support, *Graduate Study, Health Services, *Hospitals, *Minority Groups, Professional Education, Professional Occupations, *Recruitment, School Holding Power

This report, prepared by the Association of University Programs in Hospital Administration (AUPHA), presents recommendations for increasing the representation of minorities in hospital and health-care administration careers on a nationwide basis. A short-term objective is to increase the representation of minorities in graduate degree programs from the present 3.3 percent to 12 percent in 1976. Major emphasis will be placed on the recruitment and retention of minority group students in the educational pathway and on financial assistance. This report presents four position papers on: (1) the retention of minority group students, by J. Joel May; (2) the recruitment and motivation of these students to careers in hospital administration, by Robert R. Detore; (3) the provision and administration of financial aid, by Haynes Rice; and (4) the placement or professional integration of minority graduates from programs in health and hospital administration, by Peter B. Levine. The report also describes AUPHA recruitment activities; the results of the 1970-71 pilot program which consisted of summer on-the-job experience in a hospital for interested minority group students; and plans for a national recruitment program. Information is also presented on budget requests and projections and projections of required financial support for students. A list of 7 recommendations by the AUPHA Office of Student Affairs concludes the report. (AF)

ED 052 733 HE 002 363
Hudgins, Garven *Phillips, Ione*
People's Colleges in Trouble; A Financial Profile of the Nation's State Universities and Land-Grant Colleges.
National Association of State Universities and Land Grant Colleges, Washington, D.C. Office of Institutional Research.
Pub Date 71
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Finance, Federal Aid, *Financial Needs, *Financial Problems, Higher Education, *Land Grant Universities, State Aid, *State Universities, Tuition

This report discusses the findings of a survey of the financial status of state and land-grant colleges and universities conducted by the National Association of State Universities and Land-Grant Colleges. Seventy-eight of the 99 member institutions responded. The report: (1) lists the institutions with budget deficits; (2) discusses some of the stopgap and economic measures taken; (3) identifies some unmet needs caused by the financial crisis; and (4) deals with specific financial issues involved, such as: the standstill budgets, minimum increases in state appropriations, the increases in student fees and the rising student's share of instructional costs at a time when one of the great endeavors in American higher education is to open up new opportunities for the disadvantaged, and the decline in private gifts. The report concludes that if the public institutions, which now enroll about 70 percent of all college students, are to continue to provide an opportunity for higher education to the majority of young people, the federal government must become a part of this effort. (AF)

ED 052 734 HE 002 364
Meyerson, Martin
Impetus to the Faculty in University Governance.
Pennsylvania Univ., Philadelphia.
Pub Date 17 Feb 71
Note—12p.; Address to the Assembly on University Goals and Governance, Houston, Texas, February 17, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, *Educational Change, *Faculty, Financial Problems, *Governance, *Higher Education, Participation
Identifiers—*Assembly on University Goals and Governance

Despite the turmoil of the last 6 years, there have been few educational changes on the campuses that were instituted on a corporate or conscious central basis. The reasons for this resistance to change stem in part from the cast of characters in the academic world: the administrators who often come from careers where they were little involved in educational policy, the conservative nature of the faculty, and the indifferent trustees. Changes that have taken place have often stemmed from student action. This does not mean that faculty and administrators have failed to criticize or question educational policies and practices, but that these criticisms rarely led to constructive action, and that when changes occurred they were generally of an additive nature. With the bleak economic situation, it is not possible to introduce change through expansion or addition, and the natural tendency for the faculty will be to favor a gloomy conservatism and to be reluctant to participate in policies of shrinkage or substitution. To preserve faculty democracy and involvement in governance, the faculty should concentrate on matters most important to it. This paper concludes by listing some theses pertinent to faculty governance that were made in the first report of the Assembly on University Goals and Governance. (AF)

ED 052 735 HE 002 366
Mortimer, Kenneth P.
The Structure and Operation of Faculty Governance: Who Rules and How?
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Pub Date Feb 71
Note—34p.; Paper prepared for a workshop of the National Assembly on University Goals and Governance, Houston Texas, February 17-18, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, Committees, Decision Making, *Faculty, Faculty Organizations, *Governance, Higher Education, *Participation, *Power Structure, Teacher Administrator Relationship

This paper compares the structure, operation and representative character of academic senates at the University of California at Berkeley, the University of Minnesota, the Pennsylvania State University, and Fresno State College. The first section discusses the organization of the senates at the 4 institutions including senate structures, committee structures and activities and committee accountability. Section 2 deals with participation patterns and internal politics including committee service and committee composition by sex, rank, and academic field, as well as the operation of internal political networks. Section 3 examines the administrative involvement in senate affairs, including the presence of administrators on senate committees and the problems of separate jurisdiction or joint decisionmaking. A concluding section raises the question of the optimum balance between the tyranny of the majority and the rights of the minority in a representative structure and makes some recommendations about senates. (AF)

ED 052 736 HE 002 367
O'Neil, Robert M.
The Eclipse of Faculty Autonomy.
California Univ., Berkeley.
Pub Date Feb 71
Note—66p.; Paper prepared for a workshop of the National Assembly on University Goals and Governance, Houston, Texas, February 17-18, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Freedom, *College Faculty, Decision Making, *Faculty, *Governance, Higher Education, *Participation, Power Structure

The experience of New York University after the Cambodia-Kent crisis of May 1970 when court action nullified faculty decisions on the taking of exams, and the continuation of classes is indicative of the intrusive constraints derived from external forces on effective faculty self-government. This paper discusses: (1) the natural and intrinsic limitations on faculty participation in governance that include: the delegation of power by governing boards, the frequent absence or inadequacy of the structure for faculty self-government, the often negative faculty attitudes toward governance, the rapid expansion of higher education that has rendered decisionmaking more remote, and campus unrest; (2) the external threats to autonomy that include: restrictive and punitive legislation, recent court litigation, which has occasionally become a vehicle for criticism and repression of campus orthodoxy, campus surveillance by police and FBI agents, collective bargaining, the serious financial problems facing higher education, and the self-regulation process; and (3) some ways that faculty can combat these incursions and thus restore some control over the character and destiny of their profession. (AF)

ED 052 737 HE 002 368
Hillery, Joseph M. Yukl, Gary A.
Convergent and Discriminant Validation of Student Ratings of College Instructors.
Akron Univ., Ohio.
Pub Date 8 May 71
Note—13p.; Paper presented at the Midwestern Psychological Association Convention, Detroit, Michigan, May 8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Effective Teaching, *Higher Education, *Student Opinion, Teacher Evaluation, *Teacher Rating, *Validity
Identifiers—*Akron University

This paper reports the results of a validation study of data obtained from a teacher rating survey conducted by the University of Akron Student Council during the Fall 1969. The rating questionnaire consisted of 14 times: two items measured the student's overall evaluation of his instructor; 5 items measured specific performance dimensions such as stimulation, communication, consideration, evaluation, and workload, and each of these dimensions was measured by two methods: (1) asking the student to compare his instructor with others he had known, and (2) requiring the student to make an absolute evaluation of the instructor on a graphic rating scale. The last two items obtained information on the student's class standing, and his cumulative GPA. Information was also obtained on the size of each class, the average grade given in each course, and the instructor's rank. The data analysis consisted of the multitrait, multimethod approach to convergent and discriminant validation, first proposed by Campbell and Fiske in 1959. The results indicated that the performance dimensions showed fairly high reliability and convergent validity. However, the discriminant validity was not high enough to conclude that independent dimensions of instructor performance were being accurately measured. (AF)

ED 052 738 HE 002 369
Thompson, R. B.
Projections of Enrollments in Public and Private Colleges and Universities.
Ohio State Univ., Columbus.
Pub Date 71
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, *Enrollment Projections, *Enrollment Trends, Financial Problems, *Higher Education, *Private Colleges, State Aid, *State Universities

This paper discusses enrollment projections and trends in public and private colleges and universities. (1) Total enrollment in higher education may reach 14 million by 1982 and 12 million of these will be in public institutions, almost a 100 percent increase since 1970. Enrollments in private institutions will probably increase by only 5 percent. (2) The trend toward enrollment in public institutions has accelerated from 50 percent in 1950 to 75 percent in 1970. (3) The peak number of college age youth will reach the campuses in the early 1980's. The numbers will drop after 1982. More than 85 percent of these students will be in public institutions. (4) With the increasing trend toward public higher education, private institutions are facing grave financial problems and will have to receive public assistance either directly or indirectly if they are to continue to function. (5) In both public and private institutions students will probably be asked to assume more of the financial burden by using deferred payment plans. (AF)

ED 052 739 HE 002 370
McGill, William J.
Equality and Excellence: The Challenge of the 1970's in American Higher Education.
American Personnel and Guidance Association, Washington, D.C.
Pub Date 5 Apr 71
Note—19p.; Paper presented at the meeting of the American Personnel and Guidance Association, Atlantic City, N.J., April 5, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Standards, *Disadvantaged Youth, *Educational Quality, *Equal Education, *Higher Education, Remedial Programs, Social Problems

American society has been and is beset by contradictions and the best that can be said for it is that it has manifested good intentions and poor performance. Merit and money, education and success - in short, all the keys to advancement in American society until recently - have been closely guarded from those citizens who lacked the proper credentials of race and ethnic background. Though we are moving toward a more equal society in the 1970's, it is a period of conflict and tension. In addition, many of what seemed to be essential truths 20 or 30 years ago are now regarded as platitudes, such as the belief in integration, which has been replaced by the desire for pluralism. These changes in outlook have profoundly affected higher education, with students wanting the universities to be small scale replicas of a new egalitarian and pluralistic society. With pressures also increasing from other parts of society, higher education is in a state of almost constant turmoil. One of the great concerns in the period ahead is thought to be the conflict between equality and excellence; yet these two are not necessarily antithetical. The real problem will be to change our testing methods and selection mechanisms so that these will not be discriminatory, and also to create diverse pathways to obtaining academic degrees. (AF)

ED 052 740 HE 002 372
When You Listen this Is what You Can Hear; Gordon Sabine Raps with 1603 Students for the American College Testing Program; Teenagers Tell about their Parents, Schools, Teachers, and Student Protest.
American Coll. Testing Program, Iowa City, Iowa.
Report No—ACT-SR-1
Pub Date 71
Note—149p.
Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 ($3.00)
Document Not Available from EDRS.
Descriptors—*Activism, *College Bound Students, *Higher Education, Parents, Political Attitudes, Social Problems, *Student Attitudes, Student Opinion, Student Reaction, *Surveys, Teachers
Identifiers—American College Testing Program, *Youthpoll

The Youthpoll questionnaire was sent to a random sample of 5,241 students who had taken the ACT battery of tests in the 1969-70 school year. One thousand six hundred and three students responded to open-end questions concerning their attitudes, opinion and feelings regarding their parents, their teachers and schools, and student protest. Most of this volume is made up of selected quotations from the individual responses to the free-answer questions. Youthpoll also asked 103 questions about social issues, national problems, relations with family and peers, political preferences, anticipated reactions to the draft, and plans for the future. These questions and the percentage sum of their answers conclude the report. (AF)

ED 052 741 HE 002 379
Research and Development in Local Governments. Fiscal Years 1968 & 1969.
National Science Foundation, Washington, D.C.
Report No—NSF-71-6
Pub Date Jan 71
Note—64p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20403 (0.65)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*City Government, *Research, *Statistical Data, *Urban Areas

This is the second report providing information on the nature and extent of local government participation in research and development activities. Data from fiscal years 1968 and 1969 are compared with data from the earlier report which covered 1966 and 1967. The report presents the data by functional area (health, sanitation, education, police, etc.), fields of science involved, personnel to whom work is assigned, character of work (basic or applied research or development), and source of funds expended. The appendices contain technical notes relating to the survey, statistical tables, tables of academic R&D activities sponsored by local governments, and the survey questionnaire. (JS)

ED 052 742 24 HE 002 392
DeVries, David L.
Sources of Influence on Faculty Behavior.
Johns Hopkins Univ., Baltimore, Md.
Report No—R-106
Bureau No—BR-6-1610
Pub Date Jun 71
Grant—OEG-2-7-061610-0207
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Patterns, *Behavior Standards, College Faculty, *Faculty, Higher Education, *Role Theory, *Teacher Behavior, *Values

This study investigated the effects of shared values and expectations on the behavior of 290 faculty members representing 34 departments at a large graduate oriented university. Responses to a questionnaire indicated the expectations the faculty member had for himself, those his colleagues had for themselves, and those of his employing institution predicted positively and significantly the behavior of respondents. Self-expectations of the departmental executive officer did not relate significantly to faculty behavior. Behavioral conformity with collegial self-expectations was significantly related to degree of alienation, to the cosmopolitan-local dimensions, and to departmental size. Implications of the results were examined with reference to the role theory of Katz and Kahn (1966) and for the understanding of faculty behavior. (Author/JS)

ED 052 743 24 HE 002 393
Straits, Bruce C. Wuebben, Paul L.
The Campus as a Data Bank: College Students' Reactions to Social Scientific Experimentation; Research Implications. Final Report.
California Univ., Santa Barbara. Dept. of Sociology.
Bureau No—BR-8-I-166
Pub Date Jun 71
Grant—OEG-9-70-0011(057)
Note—83p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Experiments, Higher Education, Research Methodology, *Research Projects, *Social Sciences, *Student Attitudes, *Student Research

Three separate projects related to the field of study known as the "social psychology of experimental situations" are the subject of this report. This field is based on the fact that an experiment with human subjects necessitates social interaction between experimenter and subject; thus the social nature of an experiment may have an impact on its scientific aspects. In the first project, a random sample of undergraduates at the University of California, Santa Barbara, were asked about their attitudes concerning social science ex-

periments and other aspects of their college careers. Reactions to the experimentation were generally favorable, although most students placed little value on their own participation. The second project was a role-playing simulation of the "classic" Festinger-Carlsmith experiment on forced compliance. Results and conclusions paralleled the original study. The final project was a "real" laboratory experiment in which 2 variables were manipulated to explore why subjects tend to lie in post-experimental interviews. It was found that high apprehension and low commitment lead to greater honesty. Implications for further research are discussed. (JS)

ED 052 744 HE 002 394
Levy, Charles J.
The Process of Integrating White Faculty Members into a Predominantly Negro College. Final Report.
Tuskegee Inst., Ala.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-8106
Pub Date Aug 67
Contract—OEC-2-6-068106-1728
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Higher Education, *Negro Colleges, Race Relations, *Racial Attitudes, *Student Teacher Relationship

The widely held idea that interracial proximity provides acceptance of the other race was tested in the case of black undergraduates who, the study found, showed less acceptance as their contact with white teachers increased. An explanation for the discrepancy between this finding and that of earlier studies is that in other studies the emphasis has been on over-structured interview methods that produced misleading defenses in the respondents. The findings of this investigation suggest that an informal approach is helpful. Further, in considering the needs of black colleges, the disadvantages as well as the advantages of white teachers must be acknowledged. (Author/JS)

ED 052 745 HE 002 395
Hooper, Mary Evans
Associate Degrees and Other Formal Awards Below the Baccalaureate, 1968-69.
Office of Education (DHEW), Washington, D. C. Bureau of Higher Education.
Report No—OE-54045-69
Pub Date 69
Note—127p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.25)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Associate Degrees, *Degrees (Titles), *Post Secondary Education, Special Degree Programs, *Surveys, *Technical Occupations

This annual survey provides data on the status of programs leading to associate degrees, diplomas, and other awards based on less than 4 years of work beyond high school in US institutions of higher education. It covers degrees awarded between July 1, 1968 and June 30, 1969. Detailed listings of specific awards granted by each institution, by type of organized occupational curriculum, and by type of associate degree conferred constitute the greater portion of the report. Summary tables present overall counts of awards conferred and include subtotals by control and level of institution, state, and curriculum. (JS)

ED 052 746 56 HE 002 396
Allen, William H. And Others
Study of Visual and Auditory Presentation in Dental Lecture and Laboratory Instruction. Final Report.
University of Southern California, Los Angeles. School of Dentistry.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0867
Pub Date 31 May 68
Grant—OEG-7-14-1490-294
Note—56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Autoinstructional Aids, Autoinstructional Laboratories, *Dental Schools, *Dentistry, Health Occupations Education, Professional Education, *Programed Instruction, *Teaching Machines

This study compared the relative effectiveness of an automated teaching machine with instructor presented instruction in graduate dental teaching. The objectives were to: (1) determine the effects of 3 laboratory instructional procedures used in combination with 2 lectures on the acquisition of manual operative skills, the learning of information about the skills, the making of visual discriminations, and the identification of instruments; (2) determine reactions of subjects to the modes of instruction used; (3) analyze costs of instruction, personnel time and administrative factors pertaining to use of automated instructional procedures. Subjects were 100 first-year graduate students at the University of Southern California School of Dentistry assigned randomly to 6 different experimental conditions. Results showed no significant differences in the attainment of objective (1) using mixed conventional and machine procedures, but that groups receiving laboratory and lecture by machine only performed at a significantly lower level. Interviews showed the machine-only group felt it needed more instructor help and that the principal value of the machine-mediated teaching was the step-by-step development of the material. (JS)

ED 052 747 HE 002 403
University of Utah Commission to Study Tenure. Final Report.
Utah Univ., Salt Lake City.
Pub Date May 71
Note—186p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Academic Freedom, *College Faculty, *Faculty, *Higher Education, Job Tenure, *Tenure

Denying the widely held contention that tenure is an outworn relic no longer necessary in the modern academic world and that it serves principally to provide lifelong job security for incompetent faculty members, the Commission concluded that the tenure system "is indispensable to the preservation of academic freedom, while academic freedom is indispensable to educational excellence." Their report surveys tenure and its rationale in general before examining its workings at the University of Utah. At Utah, 3 aspects are explored: pre-tenure review, standards for tenure acquisition, and post-tenure review. Possible alternatives are investigated but rejected as unworkable and ineffective. The conclusions contain recommendations for a Code of Faculty Responsibilities, establishment of a program of career development, and improved complaint procedures. A draft of the proposed Code is included. In the course of the study, the Commission reviewed the literature, met with and solicited comments from groups and individuals on and off campus, and administered an extensive faculty questionnaire. The appendices contain questionnaire results, faculty statistics on tenure, and a legal memorandum on court decisions relating to academic freedom. There are 8 exhibits drawn from pertinent published material. (JS)

ED 052 748 48 HE 002 404
Brumberg, Stephan F.
ICED Data Bank on International Programs of Higher Educational Institutions. Technical and Final Report for Year of Research June 1, 1970 to May 31, 1971.
International Council for Educational Development, New York, N.Y.
Bureau No—BR-0-7723
Pub Date Jun 71
Contract—OEC-0-70-4548(823)
Note—122p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Area Studies, *Data Collection, *Exchange Programs, Higher Education, *International Education, *International Programs, *Study Abroad

The ICED Data Bank is an information system which collects and stores data on international programs conducted by accredited 4-year colleges and universities in the US. The types of international programs defined by the Data Bank are: area studies, topical, other on-campus, work-study and in-service, training, faculty abroad, exchange, technical assistance, and research programs. The information analyzed here covers: spread and degree of international involvement, programs by type of university control, size and geographic region, international programs by type and year of inception, consortia, institutional profiles, country profiles, and quantitative data. The appendices contain descriptions of all of the programs conducted by individual institutions and consortia. (JS)

ED 052 749 24 HE 002 416
Cope, Robert G. And Others
An Investigation of Entrance Characteristics Related to Types of College Dropouts. Final Report.
Washington Univ., Seattle. Coll. of Education.
Bureau No—BR-0-I-068
Pub Date May 71
Grant—OEG-9-70-0033(057)
Note—261p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*College Environment, *Dropout Characteristics, *Dropouts, *Environmental Influences, Higher Education, Student Characteristics, *Student Research

The purpose of this investigation was to relate causes for dropping out of college to a wide range of characteristics of both the students and the institutions involved. Specifically, it aimed to identify entrance characteristics of types of college dropouts related to their sex and the institution's environmental presses. Comprehensive data were obtained on 2 complete entering classes at the University of Michigan. Two years later, additional data were obtained from a followup survey of Michigan dropouts as well as from dropouts from the University of Washington. A typology was developed consisting of social, academic, religious, and 2 intellective-cosmopolitan variables. Different entrance characteristics were found to be associated with different dropout types and varied consistently according to the sex of the student. Persisting students appeared to have the same problem and at the same intensity as dropouts. It was concluded that future research must take the student's sex and the type of dropout into consideration in designing studies. Data related to salient environmental presses should also be analyzed. And, attitudinal variables are more useful than demographic data in distinguishing among types of dropouts. (JS)

ED 052 750 24 HE 002 434
Gulko, Warren W.
Program Classification Structure. Preliminary Edition for Review. WICHE Management Information Systems Program.
Western Interstate Commission for Higher Education, Boulder, Colo.
Report No—TR-13
Bureau No—BR-8-0708
Pub Date Jun 70
Contract—OEC-0-8-980708-4533(010)
Note—166p.
Available from—Western Interstate Commission for Higher Education, P.O. Drawer P., Boulder, Colorado 80302
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Classification, Higher Education, *Information Systems, *Management Systems, Program Development, *Resource Allocations, *Systems Development, *Taxonomy
Identifiers—WICHE Management Information Systems, *WICHE MIS

The primary mission of the WICHE Management Informations Systems Program is to help colleges and universities develop improved management systems and methods of resource allocation. A related aim is to develop procedures which facilitate exchange of comparable data among institutions. A necessary part of such exchanges will be a standard taxonomy or uniform classification system which identifies and categorizes activities and programs of institutions. Together with the WICHE MIS Data Element Dictionaries, the Program Classification Structure provides the basis for developing a common language. Section I discusses the Structure's rationale and relation to various analytical methods. Section II defines the Structure's levels and proposed coding scheme. Sections III and IV provide a detailed description and listing of proposed programs. "This preliminary edition is published and distributed in order to solicit comments and criticism from the entire higher education community." (JS)

ED 052 751 24 HE 002 435
Huff, Robert A.
Program Budgeting at Micro-U. A WICHE Management Information Systems Training Document.
Western Interstate Commission for Higher Education, Boulder, Colo.
Bureau No—BR-8-0708
Pub Date Jan 70
Contract—OEC-0-8-980708-4533(010)
Note—90p.
Available from—Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado 80302
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Higher Education, *Information Systems, *Management Systems, Program Development, *Resource Allocations, *Systems Development, *Training Techniques
Identifiers—Micro-U, *WICHE Management Information Systems, WICHE MIS
This booklet uses the example of Micro-U--a hypothetical example intended as a training tool--to illustrate the application of WICHE's basic Management Information Systems (MIS) concepts. Micro-U embodies a microcosm of higher education management problems related to the instructional functions MIS is designed to address. This initial version of the Micro-U training module is used to explain program budgeting concepts and techniques. The explanation includes a resource requirements prediction model designed for Micro-U and programmed for a computer. A flow chart of the model is included in the appendices. (JS)

ED 052 752 24 HE 002 437
Halsey, A. H. Trow, Martin
A Study of the British University Teachers. Interim Report.
California Univ., Berkeley. Inst. of International Studies.
Bureau No—BR-5-0790
Pub Date Aug 67
Note—393p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Faculty, Higher Education, *Surveys, Teacher Attitudes, *Teacher Characteristics, *Teachers, Teacher Salaries, *Universities
Identifiers—*Great Britain
The bulk of this interim report consists of data on the anatomy of the British academic profession and its recent historical development and an intensive analysis of the results of a survey of a representative sample of British academicians. The data and discussion are organized into 8 broad chapters on: structure and growth of the British academic profession since 1900, material conditions, attitudes toward expansion, institutional determinants of teaching and research orientations, characteristics and correlates of teaching and research orientations, attitudes toward professorial status and power, the politics of British academic men, and types of academic orientations among university teachers. The appendices contain additional statistical tables and notes, questionnaires, and a chronology of research operations. (JS)

ED 052 753 HE 002 440
Higher Education in the States, Volume II, Number 4, May 1971.
Education Commission of the States, Denver, Colo.
Pub Date May 71
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Finance, Financial Support, *Governing Boards, *Higher Education, *State Aid, *State Colleges, *State Universities
This document presents the results of a survey of the legal composition of state coordinating or governing agencies and public institutional governing boards in post-secondary education. The listings are by (1) state, state agency, and boards; (2) legal bases, whether statutory or constitutional; (3) composition, including the number of board members, whether elected or appointed and appointed by whom, and term of office; (4) number of full-time professional and supporting staff; and (5) number of 2- or 4-year institutions governed. The report also presents tables with comparisons of state tax funds for operating expenses, enrollment and per capita dollars in 50 states for public institutions of higher education, 1967-70; and comparisons of percentage increases of appropriations of state tax funds for operating expenses of public higher education and per capita increases, 1967-70. (AF)

ED 052 754 HE 002 441
Wentworth, Eric
Crisis and Reform at GWU; Money Squeeze Forces Change.
Pub Date 23 Nov 70
Note—6p.; Reprint from the Washington Post, November 23, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cost Effectiveness, Costs, *Financial Needs, *Financial Problems, *Higher Education, *Program Budgeting, Universities
Identifiers—*George Washington University
Though income from tuition has increased 40 percent since 1968, when George Washington University in Washington, D.C. was operating in the black, the University is now facing a financial crisis, because costs have risen even faster. Rapidly rising faculty salaries, a full spectrum of course offerings, and inflation have all contributed to the financial squeeze. To cope with the crisis, the University has stepped up its efforts to effectuate the Consortium of Universities of which 3 other Washington based universities are members, and which is supposed to let advanced undergraduates and graduate students take courses on any member campus. It is also drawing up a new campus budgeting system so that income-cost comparisons and cost-per-credit hour can be made and shown for each department. Faculty slots are not refilled, and low enrollment classes may be eliminated. The University is maintaining an ambitious building program and these costs keep increasing. Tuition will continue to go up for at least 3 years, until it reaches $2500; but this can't continue, according to the president, if the private universities are not to price themselves out of business. Help from the federal government is desperately needed. (AF)

ED 052 755 HE 002 443
Financial Stress in Academe.
Pub Date Jun 71
Note—7p.
Journal Cit—Morgan Guaranty Survey; p3-9 Jun 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Finance, *Financial Needs, *Financial Problems, *Financial Support, *Higher Education
The financial crisis that higher education is facing is largely an outgrowth of the unprecedented expansion that has occurred within the system during most of the past decade and a half. Budgets have increased more than sixfold since 1955 and enrollment has nearly tripled. This expansion, which was fostered in part by a marked increase in federal support after sputnik went up in 1957, led to overextension of numerous institutions. A key element in the rising college budgets were the unusually large gains that faculty salaries registered. Other factors leading to increased expenditures were foundation grants that required colleges to continue the projects, and growing student demands for services. Institutions have responded to the financial squeeze, which began in the latter 1960's when funds from government and voluntary contributors ceased to rise at their earlier rapid rates, by stepping up charges to students, holding down enrollment growth, and curbing advances in faculty salaries. There is growing recognition by the colleges of the need to improve planning, to reevaluate the directions in which they have expanded, and to search for ways to put college finance on a more stable footing. (AF)

ED 052 756 HE 002 446
Shaw, Biswanath
Academic Tenure Policies and Procedures.
Rust Coll., Holly Springs, Miss.
Pub Date 25 Sep 70
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Policy, *College Faculty, *Faculty, Higher Education, Land Grant Universities, *State Universities, *Tenure
Identifiers—National Assoc State Universities Land Grant Coll
The purpose of this study was to determine the policies for the acquisition and termination of academic tenure and the procedures used to implement these policies in the member institutions of the National Association of State Universities and Land Grant Colleges (NASULGC). The study was also designed to present and analyze data related to the number and percentage of tenured faculty during 1969-70, tenure termination proceedings, and causes of tenure terminations during the period 1958 to 1968. The head of each of the 106 member institutions was requested to send copies of institutional documents concerning tenure policies and procedures. Eighty institutions (76 percent) sent the documents that were subsequently subjected to a content analysis. They were also requested to fill out a questionnaire that elicited data on tenured faculty and tenure termination. Sixty institutions (57 percent) responded to the questionnaire. This report presents separately the findings based on the institutional documents and on the questionnaires. Recommendations are presented along with a suggested format for a statement on academic tenure policies and procedures and a list of the institutions that participated in the study. (AF)

ED 052 757 HE 002 477
Gorman, Robert A.
Statutory Responses to Collective Bargaining in Institutions of Higher Learning.
American Association of Univ. Professors, Washington, D.C.
Report No—59-15-68
Pub Date 4 Jan 68
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Collective Bargaining, *Collective Negotiation, *College Faculty, *Faculty, Higher Education, *Legislation
This memorandum presents specific legislative proposals concerning the American Association of University Professor's policy on the representation of economic interests in public colleges and universities. Part I surveys legal principles reflected in the National Labor Relations Act and in state analogues. Part II reviews several recent legal enactments governing the representation of individuals engaged in public employment generally. Part III sets forth provisions for incorporation into proposed public employment legislation that would better suit the peculiar traditions, interests and needs of faculty members in higher education institutions. (JS)

ED 052 758 HE 002 478
Ferrin, Richard I.
A Decade of Change in Free-Access Higher Education.
College Entrance Examination Board, New York, N.Y.
Pub Date 71
Note—81p.
Available from—Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 (1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Demography, *Educational Opportunities, *Equal Education, *Higher Education, *Universal Education
This report deals primarily with equality of opportunity, specifically with the extent to which institutions of higher education have been made accessible to various populations over the past decade. The investigation is based on data from a national demographic analysis of people living within commuting distance of the inexpensive, nonselective institution in Fall 1968 (Willingham, 1970). Chapter 1 discusses financial, academic, motivational, and geographical barriers to access. Chapter 2 describes the shift toward inaccessibility by established institutions and the growth of new accessible colleges. Chapter 3 analyzes the effects of such changes on various geographical populations. Chapter 4 analyzes the impact of several specific factors on accessibility. Chapter 5 summarizes key developments of the 1960s and suggests their possible implications for the 1970s. (JS)

ED 052 759 HE 002 482
Index of Institutions of Higher Education by State and Congressional District. March 1971.
National Center for Educational Statistics (D-HEW/OE), Washington, D.C.
Report No—OE-50060-71
Pub Date Mar 71
Note—51p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Colleges, Community Colleges, *Indexes (Locaters), Junior Colleges, *State Officials, *State Surveys, Statistical Data, *Universities
Identifiers—*Congressmen
The 1971 edition of the Index reports the names of Senators and Representatives of the 92nd Congress, their states and Congressional districts, and each institution of higher education located therein. It includes all institutions meeting at least 1 of the following criteria: accreditation or approval by a nationally recognized accrediting agency, state department of education, or state university; preaccreditation status of "correspondent" or "recognized candidate for accreditation" by a designated nationally recognized accrediting agency; or certification that the institution's credits have been or are accepted for transfer by no less than 3 accredited institutions. The Index does not include post-secondary schools such as 1- and 2-year business schools, hospital schools of nursing, trade schools or similar institutions. (JS)

ED 052 760 HE 002 483
Hooper, Mary Evans Chandler, Marjorie O.
Earned Degrees Conferred: 1968-69. Part A-Summary Data.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—OE-54013-69-A
Pub Date Feb 71
Note—44p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bachelors Degrees, *Degrees (Titles), Doctoral Degrees, Higher Education, *Statistical Surveys, *Surveys, *Units of Study (Subject Fields)
This is the 22nd survey in the US Office of Education's annual series of surveys on earned degrees conferred by US institutions of higher education. This volume, Summary Data, is the first of 2 parts of the survey of bachelor's and higher degrees awarded in 1968-69. Data are presented by level of degree, field of specialization, sex of degree recipient, state, level of institution, and institutional control. Part B, covering Institutional Data, will list degrees conferred in each field by each institution. A third publication will provide information on associate degrees and other awards below the bachelor's level. (JS)

ED 052 761 HE 002 484
Wakeford, Richard E. Biran, Len A.
Programmes in the Health Sciences. Second Edition 1970. A Bibliography of Programmed Texts and Programmes for Teaching Machines for Dental, Medical and Nursing Students.
Birmingham Univ. (England). National Center for Programmed Learning.
Pub Date Sep 70
Note—149p.
Available from—N.C.P.L. Publications, School of Education, P.O. Box 363, University of Birmingham, Birmingham B15 2TT England (60 shillings/1.44)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Bibliographies, Dental Schools, *Health Occupations Education, *Medical Education, Nursing, *Professional Education, *Programed Materials, *Programed Texts
Identifiers—*Britain
This bibliography lists nearly 300 programs under the name of their publishers and subjects. Entries include the author's name, publisher and date of publication, type of students for whom the material is intended, the program's length, price, and comments concerning its use. Unpublished programs are generally not listed, and tape/slide, etc. lectures are included only where the publisher also publishes "regular" programs. Information in the reference section on books, journals, and organizations is focused more toward British users than Americans. There are subject, author and publisher indexes. (JS)

ED 052 762 HE 002 485
Brock, W. E.
Congress Looks at the Campus.
Pub Date 24 Jun 69
Note—7p.; Report appeared in Congressional Record, Proceedings and Debates of the 91st Congress, First Session
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, *Federal Programs, *Higher Education, *Student Attitudes, *Student College Relationship, Student Opinion
Identifiers—*Brock Report
This is a report of a campus tour led by US Representative Bill Brock of Tennessee to gain a better understanding of student unrest. The 22 participating Congressmen were divided into 6 regional groups which together visited over 50 universities of all types and sizes. Their report discusses a series of issues named by students as major sources of concern or dissatisfaction. These issues include: communication channels, institutional unresponsiveness, hypocrisy, educational irrelevance, administrative over-reaction, black experience and non-white expectations, racism, the military-industrial complex, poverty and hunger, imperialism and the Third World, police state tactics, economic oppression, remoteness from power, misplaced priorities, Vietnam and the draft, materialistic values, and the media. The opinions of students on these issues are accompanied by comments by the author(s) of this report. Various recommendations for non-repressive federal action are offered. (JS)

ED 052 763 HE 002 486
How the Office of Education Assists Students and Colleges.
Office of Education (DHEW), Washington, D. C. Bureau of Higher Education.
Report No—OE-55051-69
Pub Date 69
Note—69p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0.65)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, *Federal Aid, *Federal Legislation, *Federal Programs, *Financial Support, Higher Education
This publication describes 75 programs administered by the US Office of Education (OE) to assist the development of American higher education. The programs are divided into those which support: institutions, including aid for instructional improvement, facilities and equipment, and disadvantaged students; individuals, including general student financial aid and aid for study in specific areas; research; and community activity, both domestic and international. The program descriptions indicate who is eligible for federal aid, how to obtain it, and where to write for additional information. Non-financial services to colleges and universities are also listed and explained. Appendix A contains titles of acts under which grants, loans and contract programs are administered. Appendix B lists the addresses of state offices administering student loan programs. Appendix C lists the regional directors of higher education and OE regional engineers; and Appendix D lists the names and addresses of ERIC Clearinghouses. (JS)

ED 052 764 HE 002 488
The Economics and Financing of Higher Education in the United States. A Compendium of Papers Submitted to the Joint Economic Committee, Congress of the United States.
Joint Economic Committee, Washington, D.C.
Pub Date 69
Note—681p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (3.00)
EDRS Price MF-$0.65 HC-$23.03
Descriptors—Educational Economics, *Educational Finance, *Federal Aid, *Financial Policy, *Financial Support, *Higher Education, State Aid
This series of 24 papers on the structure, growth and finance of higher education is divided into 6 parts. The first presents an overview of basic issues involved in the economics of higher education and identifies factors which must be considered in formulating policy. Part 2 considers the 2 most basic criteria for a higher education system--efficiency and equity--in terms of their conflicting natures and the compromises necessary between them. Part 3 discusses costs and outputs. Parts 4 and 5 consider, respectively, the outlook for American higher education in the next decade in terms of enrollment, expenditures, staff and degrees granted, and the economic outlook for private institutions. The first section of Part 6 outlines prospects for nonfederal financing -- state and local government aid -- and endowment contributions. The second section discusses the role of federal aid, not merely in supplementing other sources of finance but also in helping direct higher education toward goals set by the American public. (JS)

ED 052 765 HE 002 491
Richardson, Leroy P.
Undergraduate Curriculum Improvement. A Conceptual and Bibliographic Study.
National Lab. for Higher Education, Durham, N.C.
Report No—NLHE-Res-Monogr-1
Bureau No—BR-6-2556
Pub Date 71
Note—52p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, College Curriculum, *Curriculum Development, *Curriculum Enrichment, Curriculum Research, *Higher Education, *Undergraduate Study
This monograph examines the literature on undergraduate curriculum improvement from 2 perspectives. One is the National Laboratory for Higher Education's assumption of the "intimate interrelationship" among teaching, instruction, and the curriculum. The other is that of the author who considers the topic within a framework of 4 components: the learner, what is to be learned or experienced, the instructional agent, and the interaction between and among them. The study is divided into a review and findings which encompass general matters, old curriculum models and new patterns, the process of undergraduate curriculum improvement, and problems for future research. The second major section presents a summary and recommendations; and the third consists of an extensive bibliography. (JS)

ED 052 766 HE 002 492
Schultz, James Winstead, Philip
The Educational Development Officer: A Catalyst for Change in Higher Education.
National Lab. for Higher Education, Durham, N.C.
Bureau No—BR-6-2556
Pub Date 1 Jun 71
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Characteristics, *Administrator Responsibility, *Administrator Role, *Change Agents, Higher Education, *Organizational Change, *Planning
Identifiers—*Educational Development Officer
This monograph describes a new type of college administrator, the educational development officer, proposed by the National Laboratory for Higher Education. NLHE developed the concept over the past 3 years with the aid of representatives from selected colleges and universities who have been serving as EDOs. It conceives the EDO as a senior level, highly professional administrator who would deal with the problems of bringing about constructive change and develop ways to cope with ever increasing complexities of higher education institutions. The monograph examines the concept, position and role of such a planned change specialist. It explores the theoretical bases of the role, places the functions within the framework of NLHE's Administrative and Organizational program, and suggests a model for implementing the concept. The discussion is based on a review of the literature on organizational change and development, planned change, internal and external change agents, and institutional innovation and reform. It is supplemented by information gained from structured interviews conducted with 31 senior college and university administrators, institutional development and change experts, and other educators. (JS)

ED 052 767 HE 002 499
Policy Documents and Reports. 1971 Edition.
American Association of Univ. Professors, Washington, D.C.
Pub Date 71
Note—84p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Freedom, College Faculty, *Faculty, Fringe Benefits, Higher Education, Labor Conditions, *Policy, *Professional Associations, *Standards, Teacher Role, *Teaching Conditions
This volume contains policies and standards of practice formulated and approved by the national council of the American Association of Universi-

ty Professors and the annual meeting of the membership working with standing special committees and, at times, with other organizations. These reports and statements of principle appear under 7 topical headings: Academic Freedom, Tenure, and Due Process; College and University Government; Professional Ethics; Student Rights and Freedoms; College and University Accreditation; Research and Teaching; Collateral Benefits. (JS)

JC

ED 052 768 JC 710 192

Reid, Alban Elwell, Jr.

A History of the California Public Junior College Movement.

Pub Date 70

Note—746p.; Doctoral dissertation, University of Southern California, Los Angeles, California

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 66-7081, Microfilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Finance, *Educational History, *Educational Trends, *Historical Reviews, *Junior Colleges

Identifiers—*California

In an effort to identify trends that might be used to improve the future of public junior college education in California, the history of the junior college movement in California is traced. A general survey of the literature is made, along with a detailed review of the addresses and writings of California educational leaders, legislative programs, and institutional records. Based on the findings, it is concluded that: (1) junior colleges in California have enjoyed rapid growth because they have catered to the needs of their communities; (2) state lawmakers, while recognizing the importance of the junior college, have done little to solve the financial problems created by its continued growth; (3) the junior college must take drastic steps to solve its financial problems if additional tax support is not provided; (4) imposition of fees and tuition charges may deny educational opportunity to those who need it the most; and (5) failure of the junior college to meet the needs of these individuals may force the organization of a new type of institution financed by the federal government. Several recommendations are made having to do with program organization and strengthening of financial support. (Author/CA)

ED 052 769 JC 710 193

Ogilvie, William

Final Report of the Articulation Study Committee to the Illinois Board of Higher Education.

Pub Date 1 Jun 71

Note—24p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Articulation (Program), *College Credits, Colleges, *Junior Colleges, Program Coordination, *Transfer Policy, Transfer Programs, *Transfer Students

Identifiers—*Illinois

Based on a committee study of articulation practices and problems in Illinois, this report presents guidelines for the transferability of credit from 2-year to 4-year institutions for: (1) students who have completed their associate degree in a baccalaureate-oriented program; (2) students who have not completed their associate degree, but are in a baccalaureate-oriented program; and (3) students enrolled in occupational programs with or without an associate degree. Priorities are given to the admission of transfer students to 4-year programs. A need exists for a representative body to monitor and assess junior-senior articulation and to submit recommendations to the Board of Higher Education on articulation practices. A realistic timetable should be developed for implementing the recommendations outlined in this report. (Author/CA)

ED 052 770 JC 710 194

Benson, Laurence L.

An Experiment in Participatory Student Government.

Tallahassee Community Coll., Fla.

Pub Date Feb 71

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cocurricular Activities, *Governance, *Junior Colleges, *Student Government, *Student Organizations, *Student Participation

Identifiers—Florida

Tallahassee Community College (Florida) can serve as an example of how a student government failed and was successfully resurrected. The initial problem was in adopting rather than adapting the traditional pattern of student government practiced in 4-year institutions. The failure symptoms were: no real authority for student government; indifferent student body; ad-hoc student groups that bypassed their government; elections that were largely popularity contests; real issues skirted while attention was given to procedural matters; and lack of mechanism to replace officers who resigned. To regain the commitment of the whole school, a new student government constitution had to be ratified by a majority of students, administration, and faculty; two faculty and two administrators were made full voting members of the Student Executive Council; students were to hold a majority and a student was always to be chairman. The powers and duties of the council are to: allocate and approve student activities budget; work in conjunction with the inter-organization council; appoint student representatives to the College Senate committees; act as liaison between students, faculty, administrators, with other campuses, and with regional and national affiliations of student government associations; make proposals and recommendations to appropriate authorities; and act as an Appeal Board for student conduct and discipline cases with the Dean of Student Affairs serving as chairman. (CA)

ED 052 771 JC 710 195

Sanden, Milton R.

Registering Students and Designing the Master Schedule at Bakersfield College.

Bakersfield Coll., Calif.

Pub Date 70

Note—48p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Computers, Data Bases, *Data Processing, *Enrollment, Information Processing, *Junior Colleges, Planning, *Scheduling, *School Registration, School Schedules

Identifiers—California

The scheduling process at Bakersfield College (California) is explained in this report. The basic philosophy of the college (existing to teach and serve students) is exemplified in student scheduling and registration. SWITCH (Sectioning with Instructor and Time Choice) is the processing of data by computer. Fundamental SWITCH concepts of student scheduling are: (1) students should be free to enroll in courses best suited to their particular needs; (2) ideally, students should be free to select the instructors they feel are best for them; and (3) students should be free to set the time they are available for attendance at college. Necessary considerations and steps in processing the data provided on student course request forms are reviewed. The master schedule must be designed within the concepts of SWITCH. It is desirable to defer the final master schedule design for as late as possible in the registration process. Based on counseling, testing information, and enrollment forecasts, the general procedure for scheduling is outlined. The following information and examples are included: schedule for classes for a semester, step-by-step scheduling procedure for a semester, application for admission, forecast of enrollment, calendar for scheduling, guidelines for scheduling, instructor hour patterns and preference questionnaire, study lists, and temporary class rolls. (CA)

ED 052 772 JC 710 196

Reimer, Everett

The Impact of Educational Accounts on Junior Colleges.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Sep 71

Note—4p.

Journal Cit—Junior College Research Review; v6 n1 Sep 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Economics, Educational Finance, Educational Theories, *Education Vouchers, *Financial Support, *Junior Colleges, Research Reviews (Publications), *Resource Allocations

The author, a colleague of Ivan Illich, suggests a radical alternative to the present school system--namely, educational accounts. The accounts could be restricted to use in schools while junior colleges retain their present role in the system, or they could be used without being restricted to schools and the junior colleges could be freed from their traditional role. As for accounts usable only in schools, one proposal would put all present school funds in the hands of parents, thus more nearly equalizing the resources of rich and poor and the competitive status of public and private schools, and giving parents far greater discretion in the content and timing of their children's schooling. If the accounts were not restricted to schools, the individual could buy any service or object the community considered educational. Of the funds allocated to each citizen (calculated at $150 per year or $17,000 per lifetime), junior colleges would probably attract a large proportion, especially if they truly fulfilled their community-service function of being a real educational resource center for all residents. The implications of these two alternatives to the present system of funding and function are discussed in detail. (HH)

ED 052 773 JC 710 197

Faculty Development in the Junior College. A Second Interim Report on the Program With Developing Institutions, 1969-70.

American Association of Junior Colleges, Washington, D.C. Program with Developing Institutions.

Pub Date Aug 70

Note—87p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Conferences, *Consultants, Faculty Evaluation, *Instructional Improvement, *Junior Colleges, *Teacher Improvement, Workshops

Identifiers—American Association of Junior Colleges, Program With Developing Institutions

The second year (1969-70) of the Program with Developing Institutions (PWDI) emphasized working with faculty members rather than with administrators (as in the first year) in the areas of faculty development and instructional improvement. Fifty-three junior colleges participated in this program, financed under Title III of the Higher Education Act of 1965 and sponsored by AAJC and USOE. The project was composed of: (1) Vincennes National Conference, which reviewed and set the tone for the whole project; (2) regional workshops and activities; (3) consultants sent to participating colleges to help assess their strengths, weaknesses, and potential; (4) specialized workshops as a response to needs for group consultation in federal affairs, computer use, and human affairs; and (5) "Salt" seminars, which focused on the systems approach to learning. The keynote of the program was decentralization, with some of the functions formerly performed by the central office placed in the hands of regional coordinators and the funded colleges. An important feature of this second-year project was the provision for colleges to encourage faculty personnel to make intercampus visits and attend professional meetings on program funds. The results of evaluations of the second year of this continuing project by the participating colleges are included. The reader might want to consult the First Interim Report of PWDI (ED 032 070). (CA)

ED 052 774 JC 710 198

Swift, Joan W.

Human Services Career Programs and the Community College.

American Association of Junior Colleges, Washington, D.C.

Pub Date 71

Note—79p.

Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Planning, *Curriculum Development, Health Services, *Human Services, *Junior Colleges, *School Community Relationship, School Services, Social Services

Changes in the role of the community college, coupled with the need for improved community human services and the war on poverty, lead to a

need for human services career programs. The fields covered are social services, health, and education, and the programs are occupational and professional in nature. Prospective students are identified as recent high school graduates and new and second "careerists." The characteristics of each group are reviewed. Views of students in human services programs are reported. As realistic responses to the needs of local communities, examples are given showing the range of programs presently in operation in public and private community colleges. Key considerations in launching a career program are offered, including the nature and selection of a curriculum model, faculty assignments, and field experiences. The development of self-awareness and interpersonal skills is stressed. Suggestions are made for the future of the programs. (Author/CA)

ED 052 775 JC 710 199
Korim, Andrew S.
Government Careers and the Community College.
American Association of Junior Colleges, Washington, D.C.
Pub Date 71
Note—73p.
Available from—American Association of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 ($3.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Opportunities, City Government, Federal Government, *Government Employees, Inservice Education, *Junior Colleges, Manpower Development, State Government, *Subprofessionals, *Vocational Development

This document is intended to serve as a planning tool for public service education, and is to be used jointly by community colleges and public agencies (local, state, and federal). With the growing need for well qualified personnel at mid-entry or paraprofessional levels, agencies are abandoning their internal training programs in favor of cooperative programs with community colleges. The training consists of in-service or pre-employment education, the latter composed of career categories either identical with the private employment sector or unique to the public sector. The basic public service career families are in: community development; educational, human, and judicial services; public finance; resource management; and transportation. Government programs in the Department of Housing and Urban Development or Department of H.E.W., for example, enable community colleges to be extensively involved in community affairs. Challenges to be considered are: identification of distinct career families; need for data; improvement of student services; faculty shortage; and hurdles in government hiring practices. Public service education is analyzed; examples of organization and administration of career education are offered. Suggested curriculum patterns are presented for air traffic controller, child care, corrections, fire science, law enforcement, recreation, teacher aide, traffic engineer, pollution, library technology, and urban planning technology. (CA)

ED 052 776 JC 710 200
Parker, Paul
Community Junior Colleges: The Organizational Profile--Kansas Community Junior Colleges.
Kansas State Coll. of Pittsburg. Dept. of Administration and School Service.
Pub Date [71]
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administration, *Administrative Organization, Administrator Role, *Junior Colleges, *Organization, Personnel Integration, *Power Structure, Staff Role, *Teacher Administrator Relationship, Teacher Role
Identifiers—*Kansas

The passage of the Kansas State House Bill 893, in 1965, changed junior colleges from high school extensions to community junior college districts, with their own board of control, faculties, facilities, and administration. This report presents data compiled from the responses of administrators in 14 of the 19 Kansas junior colleges regarding current administrative organizational patterns. Organizational charts for each of the 14 colleges deal with administrative-staff relationships. The college administrator: (1) delegates responsibility; (2) indicates tasks and responsibilities assigned to various individuals; (3) stimulates and coordinates efforts; and (4) assembles available resources in an attempt to reach the objectives of the college. (CA)

ED 052 777 JC 710 201
Parker, Paul
Characteristics of Full-Time Public Community Junior College Instructors: The Kansas Profile.
Kansas State Coll. of Pittsburg. Dept. of Administration and School Service.
Pub Date 70
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Faculty, College Teachers, *Instructional Staff, *Junior Colleges, Questionnaires, Surveys, *Teacher Background, *Teacher Characteristics, *Teacher Experience, Teacher Participation
Identifiers—*Kansas

A 10-page questionnaire was used to determine the characteristics of Kansas junior college personnel. The data collected were to provide a profile of the teachers and to be available in detail to anyone interested. The four categories of inquiry were: (1) biographical data on age, sex, marital status, residence, schooling, education and occupation of parents, etc.; (2) teaching experience such as kind and number of previous positions, early career pursuits, and out-of-state jobs; (3) professional qualifications, including degrees and where earned, special areas of preparation, certification, teaching assignments and the time devoted to them; and (4) community activities and membership in professional organizations. Fourteen significant findings of the survey are listed with comments. This type of descriptive research, by its nature, cannot pinpoint cause and effect and their use in long-range planning, but it can nevertheless make a great contribution when combined with other objectively derived information. After further research, administrators may eventually discover, for example, the relationship of an instructor's preparation and experience to his teaching productivity, or even how to measure the productivity of the instructor. A copy of the questionnaire, its cover letter, and a list of Kansas junior colleges are appended. (HH)

ED 052 778 JC 710 202
Palmer, Robert K.
Establishing a Sound Financial Aid Program in a Junior College.
Pub Date Jul 71
Note—20p.; Seminar paper
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Finance, *Federal Aid, Fellowships, Financial Services, *Junior Colleges, *Scholarships, *State Aid, *Student Loan Programs, Student Personnel Services, Tuition Grants

The need for financial aid programs for students in junior colleges is demonstrated in this report and recommendations are made for establishing them. Grants can be outright, requiring no payback, or contingent, requiring payback in money or labor. A financial program is generally some combination of scholarships and fellowships, loans, and student employment. Examples are given for the various types of grants and/or loans along with potential sources of funds, such as state and federal donations, philanthropic foundations, alumni, business corporations, churches, service groups, and governmental agencies. It is felt that as much control of financial aid programs as possible should be maintained in one office, and that one administrator should have ultimate control. Plans should be made for the collection of delinquent loans before first loans are given out. A periodic review of financial aid policies is necessary. (CA)

ED 052 779 JC 710 203
Jansen, Udo H.
Art Curricula in Junior Colleges.
Pub Date 71
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Art, *Art Appreciation, *Art Education, *Commercial Art, *Junior Colleges, Surveys

A random selection of 102 junior colleges in the North Central Association of Colleges and Secondary Schools responded to a questionnaire on the availability and purpose of art and art-related programs on their campuses. The responses showed that (1) most junior college art courses meet general education requirements, while some are lower-division equivalents leading to an art major; (2) large schools, of course, have more comprehensive offerings; (3) where the enrollment is mostly male, commercial art is emphasized over basic or historical courses; (4) where the liberal arts are dominant, courses in the basic and historical aspects of art prevail; (5) on campuses with more occupational offerings, commercial art and craft classes are more likely to be offered; (6) when the primary purpose of the college is adult or continuing education, art-related activities (exhibits, workshops, clubs) are popular; (7) members of the art faculty generally want a more comprehensive program, covering the many purposes for which art is studied; and (8) the size and primary purpose of each college determines the kind and scope of the art program. (HH)

ED 052 780 24 JC 710 204
Nicholson, R. Stephen
A Study of Public Two-Year College Organizational Structure and Development of Technical Curricula. Final Report.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-E-112
Pub Date 30 Apr 71
Grant—OEG-5-070-0049(509)
Note—142p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*College Curriculum, Comparative Analysis, *Curriculum, *Junior Colleges, *Organization, *Technical Education

This study examines the organization of public 2-year colleges and relates it with goal achievement as represented by curriculum size and complexity. The research questions concerned: (1) range and distribution of size and age in the colleges; (2) range and distribution of curriculum size and complexity; (3) the relation of increased size or age to an increase in curriculum size or complexity; (4) range and distribution of faculty size in relation to size and age of the college; (5) any regional differences in size, age, and curriculum; (6) range and distribution of administrative size and of centralized curriculum control; (7) range and distribution of departmentalization and operational levels; (8) relationship between administrative size, centralized curriculum control, and curriculum size and complexity; (9) relationship between operational levels, departmentalization, and curriculum size and complexity. The findings provide suggestions for answering the questions, but also post other questions for exploration and the development of hypotheses to be tested. (HH)

ED 052 781 24 JC 710 205
The EDO: New Man on the Junior College Campus.
National Lab. for Higher Education, Durham, N.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2556
Pub Date 71
Contract—OEC-2-7-062556-3079
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, Administrator Role, Behavioral Objectives, *Educational Development, *Innovation, *Instructional Improvement, *Junior Colleges, Systems Approach

The Educational Development Officer (EDO) is a new kind of college administrator, a full-time catalyst for change. In the Junior and Community College Division of the National Laboratory for Higher Education (NLHE), the EDO has been defined as an innovation-minded professional who questions existing practices, works constantly for constructive change, and specializes in the improvement of instruction, both in subject matter and in psychologically sound methodologies. To insure accountability, he requires specific learning objectives; if these are not met, he sees that the ineffective programs are revised. His appointment shows a firm commitment by the college to the improvement of learning, and implies the support, confidence, and cooperation of both administration and faculty. A primary function of the EDO is to help the faculty follow the six essential steps of the systems approach to instruction. To do this, he must (1) train faculty in the necessary skills, (2) help select measurable learn-

ing objectives, (3) assist with measurement problems in constructing criterion tests, (4) help design a variety of learning activities, (5) oversee a continuous revision of objectives, and (6) promote research-based decisions throughout the institution insofar as they affect student learning. This brochure describes EDOs in action and lists the 10 topics for which NLHE is now developing self-instructional materials. (HH)

ED 052 782 JC 710 206
Gell, Robert L. Bleil, David F.
Grades—Scores—Predictions: A Study of the Efficiency of High School Grades and American College Test Scores in Predicting Academic Achievement at Montgomery College.
Montgomery Coll., Rockville, Md.
Pub Date Jun 71
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Academic Aptitude, Academic Performance, *Grade Prediction, *Grades (Scholastic), *Junior Colleges, Prediction, *Predictive Ability (Testing), Predictor Variables
Identifiers—American College Testing Program, *Maryland
This report analyzes the relationship between high school grades, American College Test (ACT) scores, and first-semester college grades. Based on the Standard Research Service of the ACT program, 1,379 students in the fall 1969 freshman class of Montgomery College (Maryland) were studied. Measures of academic background used ACT scores in English, mathematics, social science, and natural science, and high school grades in those areas. It was found that: (1) academic success is predicted more accurately for career students than for transfer students, with grades the best predictor; (2) ACT scores are more efficient in predicting the college grades of transfer students; and (3) grades and ACT scores are useful in counseling students, but should not be used as the only criteria. Implications for a system of grading and placement are discussed, as are the use of high school grades for placement, internal criteria of grades, and the remediation system. Complete tables showing experimental details are included. (CA)

ED 052 783 JC 710 207
Connellan, Thomas K. Lahti, Robert E.
[Managing Community Colleges by Objectives.]
Pub Date Jul 71
Note—31p.; Speeches delivered at a conference, "Managing Tomorrow's Community Colleges," presented by the Midwest Community College Leadership Council at Michigan State University, July 14-16, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administration, Administrative Principles, *Educational Administration, *Junior Colleges, *Management, *Management Development, *Objectives
These two speeches deal with management by objectives (MBO). The first explains the rationale for such a system based on systems theory, surveys and research projects, and research in the field of behavioral sciences. It is a system of organizational leadership that translates organizational goals into specific objectives for organization members by providing the required link, such as a department head in between a dean and instructor. Critical elements are analyzed and the following advantages noted: better services, more learning on the part of the student, less turnover among staff, and generally a better climate in which to conduct educational activities. The second speech has to do with planning organizational change using MBO as the operating mode, with emphasis on management planning and problem solving. The following are needed for successful organizational change: management development; an understanding of fundamental behavioral findings and of hypotheses on the nature of people as they function in organizations; creative environment; participative style of management; and an appraisal system implemented as part of the whole MBO system. (CA)

ED 052 784 JC 710 208
Clark, Robert M.
Counseling Offices and Facilities: California Community Colleges.
Reedley Coll., Calif.
Pub Date 19 Aug 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counseling Centers, *Educational Facilities, Equipment, *Guidance Facilities, Interior Design, Interior Space, *Junior Colleges, *Offices (Facilities), Surveys
Identifiers—*California
The Reedley College (California) counseling staff, before their new counseling center was built, undertook a survey of 63 community colleges in California to obtain information on actual and desirable counseling offices, counseling hours, and facilities. The optimal office size was found to be 10 x 11 1/2 feet. Size, however, depends on the organization of the counseling services and the use to which the offices are put. Desirable facilities were found to include vocational information facilities, close proximity to student records, group counseling and conference rooms, testing room, outside windows, soundproofing, carpeting, adequate storage space, adequate reception/waiting area, individual offices for counselors, stenorette tape recorders for each counselor, more room, bulletin boards, more clerical and paraprofessional help, removal of the counseling center from the administration area, air conditioning, attractive and colorful furnishings, and provision for growth. Detailed tables and comments are included from the surveyed colleges. (CA)

ED 052 785 JC 710 209
Case, Chester McCallum, Neil
Peer Teaching at Ohlone.
Pub Date 71
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Faculty Evaluation, *Instructional Improvement, *Junior Colleges, *Peer Teaching, Teacher Evaluation, *Teacher Improvement
Identifiers—California
A 4-week Sequenced Peer Teaching program for experienced faculty members of Ohlone College (California) was designed to bring faculty together for the development and/or improvement of teaching. The program included the teaching of a sequence of assignments by individual participants to a class of peers. The teaching was video-taped and replayed for group critique; assignments varied in complexity; emphasis was on teaching in a setting less complex than a classroom; interaction stressed candor; participants included faculty (mixed by sex and subject matter), administrators, and an outside facilitator. A basic premise was that the presenter should have maximum freedom within an assignment. Group discussions dealt with relationships with students, communication, instructional strategies, content, and the self-concept of the instructor. The different phases of the project and participants' reactions to them are explained. The project was judged successful by the participants, who become more aware of their own teaching and more self-critical of classroom work, and who developed feelings of rapport across departmental lines. Vigorous faculty leadership is needed to launch and maintain similar projects. For an earlier report on this program the reader may see ED 047 672. (CA)

ED 052 786 JC 710 210
Innovation: Progress Report, 1968-1971.
Moraine Valley Community Coll., Palos Hills, Ill.
Pub Date 71
Note—96p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Organization, Class Size, *Curriculum Development, Educational Change, Educational Innovation, *Group Instruction, Independent Study, *Instructional Innovation, *Junior Colleges, Large Group Instruction, Lecture, Seminars, Small Group Instruction, Teaching Methods
Identifiers—*Illinois
This report offers a brief history of how the instructional staff at Moraine Valley Community College (Illinois) attempted to implement the institutional philosophy of providing innovation in learning. It is based on the assumption that students can learn from a variety of methodologies. Innovation is discussed under the categories of grouping, curriculum, and administration. Students are grouped to maximize the goals of the class. If the goal is to disseminate information from a variety of sources and approaches, a large group or lecture is used; if the goal is to better understand material through interaction, seminars are used. Curriculum (experimental course content) is discussed for developmental, transfer, and occupational courses. Examples are given of which courses use various methods for what purposes. Administrative organizational structure is based on participative management. The following concerns are discussed: rationale for instructional organization; method for identifying tasks basic to the successful operation of the instructional process; method of identifying who will be responsible for seeing that tasks are performed; guidelines for the instructional task coordinator; and procedures for conducting meetings of each instructional area. Supplemental reports from individual committee members are included. (CA)

LI

ED 052 787 LI 002 931
Reynolds, Rose, Comp.
A Selective Bibliography on Measurement in Library and Information Services.
Aslib, London (England).
Pub Date Apr 70
Note—21p.; (184 references)
Available from—Aslib, 3 Belgrave Square, London SW1 (England) (Members $.89, Nonmembers $.96)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cost Effectiveness, *Costs, *Information Services, Library Planning, *Library Services, Library Surveys, *Library Technical Processes
The aim of this survey, based on material held in the Aslib Library, was to produce a list of items dealing with cost and costings in library services, for use within the Aslib Research Department. Attention has been concentrated on material published since 1960, although a few items prior to this date have been included. Items which are considered to be particularly helpful have been marked with an asterisk. During the course of the search, references were found to material on related measurements, e.g., times, and it appeared useful that these also be included. However, no exhaustive search was made for such items; hence these sections are appended not as comprehensive lists, but rather as suggested readings. (Author)

ED 052 788 LI 002 932
Barnett, Arnold
[Selected Papers on Effective Data Systems Development.]
Barnett Data Systems, Rockville, Md.
Pub Date [71]
Note—60p.; (0 references)
Available from—Barnett Data Systems, Suite 507, 1010 Rockville Pike, Rockville, Maryland 20852 (No Charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Automation, *Computers, *Data Processing, *Information Processing, Information Systems, Management, *Management Information Systems, Systems Analysis, *Systems Approach
The four papers included in this document are: (1) "Preparing Management for MIS" presented at the GUIDE-32 Meeting, May, 1971; (2) "-Training Management for MIS" presented on March 17, 1970, to the Central New York Chapter of the Association for Systems Management; (3) "How to Unlock the Computer's Profit Potential" presented at the 1969 Spring Seminar of the Steel Valley Chapter of the Association for Systems Management; and (4) "The Process of Effective Data Systems Development" presented at the 1968 Data Processing Management Association Convention. (MM)

ED 052 789 LI 002 933
Bunch, Antonia J.
Hospital and Health Sciences Libraries in the United States.
Spons Agency—English Speaking Union of the Commonwealth.
Pub Date Jan 70
Note—33p.; (22 references)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Exchange Programs, Fellowships, Librarians, Library Science, *Library Services, *Medical Libraries, Special Libraries
The Sir Evelyn Wrench Travelling Fellowship for Librarians 1969 was awarded to Antonia J. Bunch. In this personal account of her one month tour of the United States, the author reviews her

impressions of the twenty-one hospital and health science libraries she visited. (MM)

ED 052 790 LI 002 934

Economy in Government: Automatic Data Processing Equipment; Report of the Subcommittee on Priorities and Economy in Government . . . Together with Supplemental Views.

Joint Economic Committee, Washington, D.C.
Pub Date 21 May 71
Note—22p.; (10 references)
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.15)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computers, *Cost Effectiveness, *Electronic Equipment, *Equipment, Equipment Maintenance, Expenditures, Federal Government, Purchasing
Identifiers—*Automatic Data Processing Equipment

This report is based on hearings that the subcommittee held on July 1, 1970, entitled "Economy in Government Property Management--Procurement of Data Processing Equipment" as well as General Accounting Office and General Services Administration reports. It focuses upon the phenomenal growth in the use of automatic data processing equipment by the Government and the adequacy of existing policies for the efficient procurement and management of these resources. Both the report and the hearings are part of the subcommittee's continuing interest in the efficient procurement and management of government property. (Author)

ED 052 791 LI 002 935

Williams, John H., Jr.

An Iterative Browsing Technique. Annual Progress Report. [March 1, 1970 - February 28, 1971.]

International Business Machines Corp., Gaithersburg, Md. Federal Systems Div.
Spons Agency—Office of Naval Research, Arlington, Va.
Pub Date Apr 71
Note—30p.; (3 references)
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-722 672, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—Abstracts, *Information Retrieval, *Information Systems, *On Line Systems, *Relevance (Information Retrieval, *Search Strategies, Subject Index Terms

Experience of browsing with a text retrieval system is reported. The technique discussed consists of adding and deleting query terms on successive interactive cycles. The number of hits consistently increased, while the number of false drops consistently decreased on successive cycles. The search system used allows non-Boolean free form query statements. Therefore, an abstract may be used as a query with the objective of finding similar abstracts from the file. (Author)

ED 052 792 LI 002 936

Nazzaro, Lois B., Ed.

Filmstrips, Phonograph Records, Cassettes: An Annotated List of Audio-Visual Materials.

Free Library of Philadelphia, Pa.
Pub Date Jun 71
Note—52p.; (342 references)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academically Handicapped, *Adult Education Programs, *Adults, Annotated Bibliographies, *Audiovisual Aids, Cultural Disadvantagement, Economic Disadvantagement, Education, Film Libraries, Filmstrips, Magnetic Tape Cassettes, Phonograph Records, *Reading Programs, *Young Adults

The Reader Development Program of The Free Library of Philadelphia makes available audio-visual materials designed to aid under-educated adults and young adults in overcoming the educational, cultural and economic deficiencies in their lives. These materials are loaned for a week at a time to instructors, tutors, reading specialists, social workers, and others working with the under-educated. This annotated list is a record of the audio-visual materials in the Reader Development Program. The list is divided into three categories - filmstrips, records, and cassettes. The list is arranged alphabetically by title within each category. An alphabetical list of distributors of audio-visual materials is also included. (Author)

ED 052 793 LI 002 938

Panhandle Report.

Nebraska Public Library Commission, Lincoln.
Pub Date Jan 71
Note—21p.; (0 references)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Libraries, *Library Cooperation, *Library Networks, *Library Planning, Objectives, *Regional Libraries, School Libraries, *State Libraries
Identifiers—Library Role, *Nebraska

The role of the state library agency in Nebraska is changing as regions and networks develop and assume the daily needs of individuals and small libraries. The supplementary needs of school and college libraries can be channeled and absorbed or referred. The development of regional libraries has progressed according to funds and schedule. Long range, intermediate and priority immediate goals are listed as are the roles of the regional library, the network coordinator and the library network. (AB)

ED 052 794 LI 002 939

Callaway, Evelyn, Ed.

Nebraska Library Trustees Manual.

Nebraska Library Trustee Association.
Pub Date 71
Note—23p.; (10 references)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Financial Support, *Library Cooperation, *Library Networks, Library Services, Library Standards, Manuals, *Public Libraries, *Regional Libraries, *Trustees
Identifiers—Library Role, *Nebraska

Increased recognition of the public library in Nebraska came about in 1901 with the establishment of the Nebraska Public Library Commission. In the seventy years of the Commission's history, the number has grown to 260 public libraries. With the establishment of regional library systems on a cooperative, contractual basis in Nebraska, in 1957, all libraries (large and small) began working together. In 1970, when multi-regional networks were begun, even the smallest public library became an important channeling agency for its area, through a telephone-teletype arrangement. This year, new emphasis is being placed on the individual role of each library in the state: its service areas; its financial support; and its measurement with appropriate standards. This manual for trustees, along with the new Nebraska interim standards and rating steps, will assist even the smallest library to achieve its important goal of good library service to its community. (Author)

ED 052 795 LI 002 940

Standards for Small Public Libraries in Nebraska.

Nebraska Library Association, Lincoln.
Pub Date [71]
Note—22p.; (0 references)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Guidelines, Library Collections, Library Facilities, *Library Services, *Library Standards, *Public Libraries
Identifiers—*Nebraska

Written standards for the structure and government of library service, the program of public library services, selection and maintenance of library collections, personnel, and physical facilities provide guidelines for improved services by small public libraries in Nebraska. An interpretation and application of these standards assists in their utilization. (AB)

ED 052 796 LI 002 941

Allen, T. J. And Others

Technology Transfer To Developing Countries: The International Technological Gatekeeper.

Massachusetts Inst. of Tech., Cambridge. Alfred P. Sloan School of Management.
Spons Agency—An Foras Taluntais (Ireland).
Report No—R-507-71
Pub Date Feb 71
Note—29p.; (23 references)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Research Projects, Communication (Thought Transfer), *Foreign Countries, Information Dissemination, *Information Networks, *Research and Development Centers, *Technology
Identifiers—*Information Transfer

A questionnaire was developed and administered to the research personnel of "An Foras Taluntais," the Irish agricultural research and development organization, to study the operation of communications channels for the international transfer of technological information. The techniques employed are similar to those used in previous studies of the purely domestic flow of technological information into American research and development laboratories. The international transfer of technology, like domestic transfer, takes place in a two-step process operation through intermediary agents called technological gatekeepers. For greatest effectiveness such technological gatekeepers must be well integrated into two information networks -- an external network of information sources and an internal network of users to whom the information can be delivered. Possible strategies for gatekeeper development are discussed. (Author)

ED 052 797 LI 002 942

Evans, Frank B.

The Selection and Preparation of Records for Publication on Microfilm.

National Archives and Records Service (GSA), Washington, D.C. Office of the National Archives.
Pub Date 70
Note—17p.; Staff Information Paper 19; (0 references)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Archives, *Data Sheets, Guidelines, *Information Storage, *Microfilm, *Records (Forms), *Selection

The purpose of these guidelines, which are based upon approved standards and practices, is to help insure the archival quality and the usefulness of the microfilm publications. Included are guidelines for: determining the suitability of a body of records for microfilming, arranging and processing the records, determining roll breaks, preparing insert pages, preparing special instructions to the camera operator, inspecting the negative film, and preparing a descriptive pamphlet. Since each body of records is unique, it is not possible to anticipate every problem concerning selection and preparation that might arise, therefore the guidelines should be considered as an aid not a set of binding rules. (NH)

ED 052 798 24 LI 002 943

Zegarac, Elizabeth N. And Others

Information Systems: Annotated Bibliography of Related Literature; Prepared For Six Midwestern States Consortium . . .

Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2876
Pub Date Apr 71
Contract—OEC-3-7-062876-3076
Note—36p.; (142 references)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annotated Bibliographies, *Communication Skills, *Dial Access Information Systems, Diffusion, Educational Innovation, Facsimile Transmission, Information Dissemination, *Information Networks, *Information Systems, *Information Theory, Input Output, Mass Media, Telecommunication

The identification of literature relevant to the development of a comprehensive information system was the purpose for which this bibliography was compiled. The following sources were utilized: "Use of Resource Material and Decision Processes Associated with Educational Innovation: A Literature Survey,": Berkeley California Far West Laboratory for Educational Research and Development, 1969; and "Educational Resources Information Center (ERIC) Indices, 1968-1971," Washington, D.C.: Office of Education National Center for Educational Communication. ERIC descriptors were used in classifying the sources. (Author/NH)

ED 052 799 LI 002 944

Biennial Report of the Texas Library and Historical Commission for 1968-1970; Thirty-first Biennium.

Texas State Library, Austin.
Pub Date 1 Jan 71
Note—46p.; (0 references)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Blind, Library Expenditures, Library Materials, Library Networks, Library Planning, Library Programs, *Library Reference Services, *Library Services, Library Technical Processes, *Physically Handicapped, Public Libraries, Reports, *State Libraries
Identifiers—*Texas

The contents of this report include the following: The Report of the Director who gives background information and discusses the Library Systems Act, services to State Government, and public library construction. The Administrative Division reports on services to library divisions, data processing services, office services and expenditures. The Archives Division discuss their activities in the manuscripts section, the restoration section and the Texas documents section. The Division for the Blind and Physically Handicapped report on their activities which included strengthening their program by decentralization of materials. They also present evidence of a need for their program. The Field Services Division discuss their major responsibilities. The Records Management Division use tables to summarize their growth and circulation. The Reference Division describe local reference service, interlibrary loan service and Federal documents section statistics. The Technical Services Division discuss acquisitions, serials, cataloging and personnel. Minutes of the State Board of Library Examiners for December 13, 1968 and for December 5, 1969 are included. (NH)

ED 052 800 LI 002 945
Harrison, K. C.
Libraries and the Three Cultures; Fifth Annual C. C. Williamson Memorial Lecture presented by Peabody Library School.
George Peabody Coll. for Teachers, Nashville, Tenn. School of Library Science.
Pub Date 25 Nov 69
Note—12p.; (0 references)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Foreign Countries, Lecture, *Libraries, Library Cooperation, *Library Services, *National Libraries, *Public Libraries
Identifiers—Britain, *Librarianship, Library Role
The three cultures referred to in the title are: the humanities, the sciences, and the social sciences. The theme of the lecture is comparative librarianship. The comparisons are of public library services in different countries, how they are similar and how they differ. His emphasis is on British libraries with which he is most familiar. The beginning of the Sheffield Interchange Organization (SINTO) is recounted as the first library cooperation scheme in Britain. The establishment of the National Lending Library of Science and Technology (NLLST) and its success is described. A criticism of the Dainton Committee is that it has leaned heavily towards the needs of scientists and technologists and has not paid sufficient attention to the requirements of the social sciences and humanities. The public libraries, with the help of national, academic and special libraries, through the assistance of organized schemes of cooperation, and with the positive aid accorded by plans of subject specialization, can and must go on being instruments of education serving all branches of culture. (NH)

ED 052 801 LI 002 946
Conaway, O. B., Jr.
Extra-Library Information Programs in Selected Federal Agencies.
National Academy of Public Administration, Washington, D.C.
Spons Agency—Corps of Engineers, Washington, D.C.; Federal Library Committee, Washington, D.C.
Pub Date 21 Sep 70
Note—32p.; (6 references)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Federal Government, *Government Libraries, *Information Services, Information Systems, *Library Programs
Identifiers—Federal Library Committee, *Library Role
The committee's primary objectives were to evaluate the adequacy of the relationship of Federal libraries to other information activities in the government and to determine the role of the library in a total, integrated information system. A statement in considerable detail of the origin and development of extra-library information programs was presented in the first study of this subject made for the Federal Library Committee: "The Role of the Library in Relation to Other Information Activities," a state-of-the-art review by Ann F. Painter. The establishment of new and expanded information services in the agencies has created at least four administrative problems for librarians and for agency leaders: (1) whether the extra-library information programs duplicate the functions of the libraries in their agencies; (2) the administrative positions of libraries and extra-library information programs; (3) the clash of newcomers to the field of information handling and (4) disparities in the salaries of librarians and staff of extra-library information programs. The four extra-library information programs studied do not materially duplicate the library programs of their agencies. The study found that few Federal agencies have libraries capable of administering to information programs. Salary discrepancies need to be analyzed further. (NH)

ED 052 802 LI 002 947
Parks, Celia Julian, Carol
Information Scanning and Processing at the Nuclear Safety Information Center.
Oak Ridge National Lab., Tenn.
Spons Agency—Atomic Energy Commission, Oak Ridge, Tenn.
Report No—ORNL-NSIC-48
Pub Date Jul 71
Note—55p.; (129 references)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Documentation, *Information Centers, *Information Dissemination, *Information Processing, *Information Science, *Nuclear Physics, Safety
Identifiers—*Nuclear Safety Information Center
This report is a detailed manual of the information specialist's duties at the Nuclear Safety Information Center. Information specialists scan the literature for documents to be reviewed, procure the documents (books, journal articles, reports, etc.), keep the document location records, and return the documents to the plant library or other lender. These basic duties (selection and acquisition, cataloging, and general record-keeping) represent some of the key functions in the dissemination of information, and the procedures are designed to achieve the goal of error-free, economical operation. (Author)

ED 052 803 LI 002 948
Whetsel, H. B.
Guidelines for Reviewers and the Editor at the Nuclear Safety Information Center.
Oak Ridge National Lab., Tenn.
Spons Agency—Atomic Energy Commission, Oak Ridge, Tenn.
Report No—ORNL-NSIC-47
Pub Date Jan 70
Note—156p.; (0 References)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Abstracting, *Electronic Data Processing, Indexing, *Information Centers, *Information Dissemination, *Information Processing, Information Science, *Nuclear Physics, Safety
Identifiers—*Nuclear Safety Information Center
The main purpose of this report is to help novice reviewers accelerate their apprenticeship at the Nuclear Safety Information Center, a computerized information service sponsored by the U.S. Atomic Energy Commission. Guidelines for reviewers are presented in Part 1; Part 2 contains guidelines for the novice editor. The goal of the reviewers and the editor is to ensure that meaningful correctly indexed abstracts of nuclear-safety information move quickly from the Center to the computer, which is used in making fast literature searches for those who subscribe to its services. Many examples, with comments, are provided to illustrate key points, and the slant is toward useful integration of certain aspects of the jobs so that subscribers can be reasonably satisfied with the literature searches they request. (Author/AB)

ED 052 804 LI 002 949
Fineblum, Carol M.
A Plan to Systematize and Coordinate Operations Within a Section.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Pub Date 29 Jun 71
Note—41p.; (3 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Exceptional Child Education, *Information Centers, *Information Dissemination, *Information Processing, Information Retrieval, Information Storage
Identifiers—CEC, *Council for Exceptional Children
The Information Processing Unit of the Council for Exceptional Children Information Center acquires, abstracts, indexes, stores, retrieves, and disseminates a comprehensive bank of information regarding the education of exceptional children. These functions are served by three sections: Acquisitions, Indexing and Abstracting, and Information Services. This paper focuses on that section which deals with the dissemination of information upon request and the storage and retrieval supportive to that process. A proposed plan to systematize and analyze the process, requests and products of the Unit is outlined and specific techniques for facilitating the plan are described. (Author/AB)

ED 052 805 LI 002 950
Harris, Nancy G., Comp.
Selected Bibliography of Audiovisual Resources Suggested for Library Services to the Mentally Retarded.
Central Wisconsin Colony and Training School, Madison, Wis.
Pub Date Apr 71
Note—23p.; (1,000 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiovisual Aids, Bibliographies, *Exceptional Children, Films, Filmstrips, *Library Services, Magnetic Tape Cassettes, *Mental Retardation, Sound Films
Titles and prices for filmstrips with records, filmstrips, films, cassettes, film loops, disc recordings for utilization as audiovisual resources for library services for the mentally retarded are listed. A list of publishers and distributors of suitable educational and library materials is also provided. (AB)

ED 052 806 LI 002 951
Hart, Robert
Instant Fortran.
Hofstra Univ., Hempstead, N.Y.
Pub Date 11 Nov 70
Note—37p.; (1 Reference)
Available from—Author, New College of Hofstra, Hempstead, New York 11550 ($.50; $.40 each for 10 or more copies)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Automation, *Computer Programs, *Computer Science Education, *Electronic Data Processing, *Information Processing, *Programing Languages
Identifiers—*Fortran
As part of a short (five-hour) "package" or "-module" of computer instruction, this booklet can be inserted into existing courses. It is aimed at the problem of giving large numbers of liberal-arts students a "literacy" in computation -- cheaply, feasibly, and with minimum facilities, staff, and administrative "blither." (Author/NH)

ED 052 807 LI 002 952
Comprehensive Plan for Libraries.
Department of Community Development, Seattle, Wash.; Seattle Public Libraries, Wash.
Pub Date [71]
Note—117p.; (4 References)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Evaluation, *Library Facilities, *Library Planning, Library Programs, *Library Services, *Library Standards, Objectives, *Public Libraries, Resource Allocations
Identifiers—*Library Role, Washington State
As institutional roles change in response to contemporary pressures on them, new opportunities arise for combining forces to achieve common objectives. With today's technological revolution in handling information, the role of the public library is both challenged and reaffirmed. Resources may be allocated from state and national levels of government to achieve many of the objectives attached to library systems. This plan report was prepared in order to help apportion these funds to produce the greatest impact on the library's program. The report approach is to analyze the efficacy of the present library system in terms of both shifting and traditional needs. This analysis is held up against desirable objectives and standards, then matched with available local ability to resolve the difference. The need and priority of assistance from other governmental levels will be derived from this analysis. (Author/NH)

ED 052 808 LI 002 954
The Minnesota Library Survey: A Comprehensive State-Wide Study of Information Needs, Resources and Services.
Minnesota Higher Education Coordinating Commission, St. Paul.
Pub Date 69
Note—58p.; (12 References)

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Libraries, *Higher Education, *Information Needs, *Information Services, Interlibrary Loans, Library Acquisition, Library Expenditures, *Library Networks, Library Surveys, Resources, School Libraries, Staff Utilization
Identifiers—*Minnesota
The major purpose of this study is to identify the information needs of all Minnesotans involved in some post-secondary educational pursuit and to determine if existing resources and services meet those needs. The study report consists of two parts. The first section includes analysis of library data for the 1967-68 year in the areas of available library resources, inter-library transactions, library staff, and library expenditures. The second section includes basic library information for 1966-67 and 1967-68 for individual institutions with rankings by institution for enrollment, library holdings, and library expenditures. A brief highlights section is provided at the beginning of the report for the convenience of the reader who wishes an overview. (Author/NH)

ED 052 809 LI 002 955
Information Retrieval Systems.
National Archives and Records Service (GSA), Washington, D.C. Office of Records Management.
Report No—FPMR-101-11.3
Pub Date 70
Note—155p.; (0 References)
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.75)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Information Dissemination, *Information Needs, *Information Retrieval, *Information Storage, *Information Systems
Descriptions of representative nonconventional information systems in use today are given in order to provide managers, management analysts, supervisors, and others with ideas as to how they might improve the dissemination, storage, and retrieval of information in their offices. No attempt was made to evaluate the relative merits of the systems described or to include all the information retrieval systems in use within the Government today. Three general principles were followed in selecting the systems to be included: (1) to cover a representation of the more significant nonconventional methods and equipment in use today, from the simplest to the most complex; (2) to provide a wide spectrum of the types of work activities where nonconventional information retrieval methods and equipment are being successfully employed and (3) to limit the examples to operating systems using equipment that is generally available. There are many approaches one might take in solving any given information retrieval problem. The broader your knowledge of systems, the more likely you are to find the best answer to your information retrieval problem. (Author/NH)

ED 052 810 52 LI 002 956
Goheen, Patricia A.
A Systems Approach to the Individualization of Library Science Instruction. Final Report.
Case Western Reserve Univ., Cleveland, Ohio.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-E-162
Pub Date Dec 70
Grant—OEG-5-9-455162-0020(095)
Note—68p.; (80 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Experiments, *Experimental Programs, *Library Education, *Library Instruction, *Library Science
The basic problem of this study was to develop a method for increasing the efficiency of the instructional process at the introductory level. The experiment compared two methods for doing the outside of class assignments in support of a course in library science instruction. The plan called for the control groups to do the outside assignments in the conventional manner. The experimental groups were to do the outside assignments by attending a learning station. The material available to them at the learning station covered basically the same content area as that available to the control groups. The difference was in the provision of a format which was designed to clarify the organization and interrelationships of the subject matter, and which would accommodate student differences through the provision of several levels or paths. Results of this study led to the following conclusions: the learning station pattern of instruction is highly effective for; (1) bringing a group of students to a guaranteed criterion level with respect to a specified body of knowledge, (2) providing a significant savings of student time for completing the outside of class assignments and (3) creating a more favorable attitude towards the outside of class assignments. (Author/NH)

ED 052 811 LI 002 957
Hobbs, Cecil, Ed.
Conference on Access to Southeast Asian Research Materials: Proceedings. [April 28 - 30, 1970, Washington, D.C.]
Spons Agency—Association for Asian Studies, Ann Arbor, Mich.; Association of Research Libraries, Washington, D.C.; Library of Congress, Washington, D.C.
Pub Date 71
Note—234p.; (15 References)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Bibliographies, Cataloging, Conference Reports, *Foreign Countries, *Information Needs, *Information Processing, *Information Retrieval, *Library Materials, Researchers
Identifiers—*Southeast Asia
The delegates to this conference addressed themselves to the problem of determining the best courses of action for the improvement of access by researchers to library materials on Southeast Asia. This compilation which sets forth the deliberations of the conference is divided into three parts: the Conference Papers, the Discussion Sessions, and the Resolutions. The appendices provide the conference program and a roster of the conference participants. (Author/NH)

ED 052 812 LI 002 959
Kraus, H. P.
On Book Collecting: The Story of My Drake Library.
Minnesota Univ., Minneapolis. Univ. Libraries.
Pub Date 69
Note—20p.; (0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Books, Lecture, *Library Collections
Identifiers—*Drake (Sir Francis)
The two subjects of this talk are: (1) book collecting as an avocation and (2) the author's own private collection of material on Sir Francis Drake. (NH)

ED 052 813 LI 002 960
Committee for the Development of Scientific and Technological Information Networks in Israel: Summary of the Report.
Israel Society of Special Libraries and Information Centres, Tel Aviv.
Pub Date 70
Note—23p.; (87 references); Contributions to Information Science No. 4
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Developing Nations, *Foreign Countries, Information Needs, *Information Networks, *Information Science, Information Services, *Information Systems, *National Programs
Identifiers—Israel, *Scientific and Technical Information
The report submitted by the Committee for the Development of Scientific and Technological Information Networks in Israel to the National Council for Research and Development in the Prime Minister's Office is summarized. This bilingual synopsis of the 210 page report is for those desiring an overall view only. The report proposes a framework for the development of existing information systems. The creation of a national information network is proposed and the designation of a national focus for the planning and coordination of the information activity is recommended. It was found that the Israeli information system lags, relatively and absolutely, behind the level of existing services in industrialized, developed countries, and that the present system does not meet the needs of research, industry and management in Israel. The report appendices cover the following subjects: Information Services in Israel, Information Policies in Foreign Countries, and Existing Information Systems in Some Countries. (Author/NH)

PS

ED 052 814 PS 003 914
Barbrack, Christopher R. Horton, Della M.
Educational Intervention in the Home and Paraprofessional Career Development: A Second Generation Mother Study with an Emphasis on Costs and Benefits. Final Report.
George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Jul 70
Note—45p.
Journal Cit—DARCEE Papers and Reports (George Peabody College for Teachers); v4 n4 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Opportunities, Cognitive Development, Compensatory Education, Costs, *Home Programs, *Home Visits, Intervention, Low Income Groups, *Mothers, *Paraprofessional School Personnel, Parent Education, Preschool Children, Stimulation
The present study compared the relative effectiveness of three home visiting projects whose purpose was to train low income mothers to use commonly available materials and everyday events for the educational stimulation of their preschool children. The home visiting projects varied in terms of expense and professional qualifications of the home visitors. Data on general intelligence, concept development and maternal teaching style were analyzed to determine the effect of home visits on the child and mother and to compare treatment effects associated with each of the projects. In addition to the Stanford Binet and Peabody Picture Vocabulary Test used to test children's aptitude, two relatively new instruments were used: the DARCEE Concept Test for Children, and an abridged version of the Maternal Teaching Style Instrument. Results of testing showed little difference between treatment groups and suggest a useful plan for involving paraprofessionals in a meaningful "career ladder" which results in an educational intervention project staffed entirely by paraprofessionals. (NH)

ED 052 815 PS 004 534
Costello, Joan And Others
Preschool Programs. IJR Preschool Project Report, Volume I.
Institute for Juvenile Research, Chicago, Ill.
Spons Agency—Kenneth F. Montgomery Charitable Foundation, Chicago, Ill.; National Institutes of Health (DHEW), Bethesda, Md.
Pub Date 70
Note—200p.; Research Report, vol 7, no 7
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Classroom Observation Techniques, Curriculum Guides, *Disadvantaged Youth, *Educational Programs, Learning Activities, Negro Youth, *Preschool Curriculum, *Preschool Programs, *Program Descriptions, Student Teacher Relationship, Time
This paper is the first of three reports based on four years (1965-1969) with a research preschool for disadvantaged blacks on Chicago's Westside. The nine chapters included are titled: (1) Foundations for Planning Preschool Programs--a Position Statement, (2) Curriculum: The Translation of Learning Goals into Teaching Practice, (3) The Teacher-Child Relationship in the Preschool, (4) Space and Time in the Preschool, (5) Curriculum Guide (What Happened in 1968-1969), (6) First Week of School: A Teaching Plan, (7) A Week in Mid-Year: A Teaching Plan, (8) Classroom Observations, and (9) Catalog of Teaching-Learning Activities. An appendix includes a bibliography of research reports and publications derived from this project. (WY)

ED 052 816 24 PS 004 657
Carter, James And Others
Health and Nutrition in Disadvantaged Children and Their Relationship with Intellectual Development. Collaborative Research Report.
George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.; Vanderbilt Univ., Nashville, Tenn. School of Medicine.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.

Bureau No—BR-7-0706
Pub Date [70]
Contract—OEC-3-7-070706-3118
Note—73p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Caucasians, *Disadvantaged Groups, *Health, *Intellectual Development, Negro Youth, *Nutrition, *Physical Health, Rural Youth, Tables (Data), Urban Youth
Identifiers—Early Training Center

Three groups of children (urban black, urban white, rural white) from Middle Tennessee who live in an Appalachian-type environment were studied to assess their health and nutritional status. In addition, some attempt was made to relate aspects of physical status to intellectual adequacy as measured by the Stanford-Binet or the Wechsler Preschool and Primary Scale of Intelligence. The three target groups attended day care programs with a school lunch and snack program. A comparison group did not. Findings of interest were: (1) The general health status of children examined was not inferior on national norms. (2) There was a sufficiently high incidence of visual, auditory, and speech problems to warrant specific attention. (3) The composite specimen analysis technique was successfully used because it presented a precise picture of what a child ate rather than what he was served. (4) No particular meaning was found in correlations between various indices of skeletal age, height, weight, bone density and indices of learning ability. The study was designed and executed solely to provide descriptive information. Figures and tables of physiological data are provided. (WY)

ED 052 817 24 PS 004 659
Farber, Anne E.
A Comparison of the Effect of Verbal and Material Reward on the Learning of Lower Class Preschool Children.
George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.
Bureau No—BR-7-0706
Pub Date May 71
Contract—OEC-3-7-070706-3118
Note—30p.; Study was completed in partial fulfillment of the requirements for the degree of Master of Arts in the Department of Psychology, George Peabody Coll. for Teachers
Journal Cit—DARCEE Papers and Reports (George Peabody College for Teachers); v4 n8 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Learning, *Learning Motivation, *Literature Reviews, Lower Class, Negro Youth, *Preschool Children, Reinforcers, *Rewards, Tables (Data)
Identifiers—Project Head Start

This study compared the effectiveness of verbal and candy reward on the learning of 72 lower class, black preschool children. A combination of the two reward conditions was included to investigate if material reward had a distracting effect. The informational value of the two types of rewards was manipulated to determine if they differed in informational properties as well as in incentive value. The children learned most effectively when given verbal reward in comparison to candy reward; it did not appear that candy functioned as a distractor. No differences in informational properties in the two rewards were found. An appendix gives a review of the experimental literature. (Author)

ED 052 818 24 PS 004 660
Mumbauer, Corinne C.
Reexamining Variables Affecting Cognitive Functioning in Preschool Children: A Follow-Up.
George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.
Bureau No—BR-7-0706
Pub Date Dec 70
Contract—OEC-3-7-070706-3118
Note—11p.
Journal Cit—DARCEE Papers and Reports (George Peabody College for Teachers); v4 n10 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior, Cognitive Processes, Comparative Testing, *Culturally Advantaged, *Culturally Disadvantaged, *Early Experience, *Post Testing, Preschool Children
Identifiers—Impulsivity, Reflectivity

A total of 28 advantaged and 28 disadvantaged 5-year-old children who had been tested in a previous study designed to measure some of the skills and characteristics thought to be related to academic success (ED 032 929) were retested after a 6-month interval during which they had had a preschool experience. Two measures of object exploratory behavior, one of ability to inhibit motor behavior under verbal and modeled request and one of impulsivity-reflectivity were used. Stimulus rather than subject characteristics seemed to account for object exploratory behavior. Reflectivity was found to increase with age. (Author/AJ)

ED 052 819 24 PS 004 662
Mumbauer, Corinne C.
Influence of Subject and Situational Variables on the Persistence of First Grade Children in a Test-Like Situation.
George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.
Bureau No—BR-7-0706
Pub Date 70
Contract—OEC-3-7-070706-3118
Note—7p.
Journal Cit—DARCEE Papers and Reports (George Peabody College for Teachers); v4 n12 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Need, Behavior, *Educational Background, Grade 1, *Motivation, Negro Youth, *Persistence, Research Design, *Socioeconomic Background

This study was designed to investigate the effect of situational variables on the persistence of 6-year-old children from varying socioeconomic and educational backgrounds. Subjects were 24 male and 24 female children selected randomly from each of four groups of first grade Negro children: one group of advantaged children who had attended preschool and three groups of disadvantaged children whose preschool background varied. In the test-like situation, nine block designs were administered from the Kohs Block Design series to provide relatively insoluble tasks to measure persistence. The difficulty level of the task was described to each child who was tested individually under conditions of reward and nonreward. Expectations based on the effects of socioeconomic and preschool experience differences in background of the four subject groups were not met. Also unsubstantiated were the expectations about the situational variables of reward presence and absence or set for task difficulty. Implications of the findings and possible design changes are discussed. (WY)

ED 052 820 PS 004 791
Lane, Elizabeth M., Ed.
Early Childhood Education Program, ESEA Title I, FY 1970. Project Reports, Volume 5, Book 2, 1970.
Dayton Public Schools, Ohio.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 70
Note—159p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Art Appreciation, Health Programs, Kindergarten, *Museums, Parent Participation, *Preschool Curriculum, *Preschool Programs, *Program Descriptions, *Program Evaluation, Psychological Evaluation, Psychomotor Skills, Student Evaluation
Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This report on the 1969-70 Dayton Early Childhood Education program is divided into three parts: (1) an overview of the ECE program, (2) a description of the program components of ECE, and (3) an evaluation. Section 1 includes an introduction and reports on the growth of the program, how the program contributes to the kindergarten program, the objectives, program organization and staff roles, and the curriculum. Section 2 explains the value of curriculum consultants to insure unified curriculum design, enumerates the special staff services, describes the health and nutrition program, and discusses the tasks of social workers and involvement of parents. Section 3 reports that although tests demonstrate that children do improve cognitive skills from their experience in the ECE program, gains are quickly lost without reinforcement and are not evident in kindergarten or first grade. Tables are included. (Author/AJ)

ED 052 821 PS 004 793
Thompson, Jack M. Patrick, Raymond
The Implications of Parent Effectiveness Training for Foster Parents.
Pub Date [70]
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Problems, Conflict Resolution, *Family Problems, *Foster Children, *Foster Family, Interpersonal Relationship, *Parent Child Relationship, Parent Education, Training
Identifiers—Parent Effectiveness Training, PET

This paper describes the Parent Effectiveness Training (PET) Program and points out its specific implications for foster parents. The role of a foster parent is extremely difficult, and there is a need for training foster parents to become more effective which, in turn, will have positive effects upon foster children. The PET program, developed in 1962 by Dr. Thomas Gordon, consists of eight 3-hour training sessions and is limited to 25 participants. Through lectures, role-playing and practice, parents learn these communication skills: (1) active listening--the parent learns to reflect back what the child is trying to communicate about his problems in a way that facilitates the child's growth; (2) "I" messages--the parent learns to communicate personal feelings when the problem is his, rather than placing the blame on the child and (3) conflict resolution--working out conflicts so that both parent and child are actively engaged in reaching a satisfactory solution. The program also focuses on the problems of using power in the parent-child relationship, and on assessment and modification of parent values. (Author/AJ)

ED 052 822 24 PS 004 805
Johnson, Adele M., Comp.
Preschool Programs: An Annotated Bibliography.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.
Bureau No—BR-0-0288
Pub Date Jun 71
Contract—OEC-0-70-2623(519)
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Demonstration Programs, *Early Childhood Education, Experimental Programs, *Preschool Education, *Preschool Programs

This bibliography provides annotations for recent research studies and lists journal articles on preschool programs. The 180 entries offer information for program organizers and administrators, teachers and parents. Included are entries from the ERIC monthly abstract journal, "Research in Education," covering a period from January 1970 through March 1971, and journal articles reported in "Current Index to Journals in Education" from January 1970 through February 1971. Titles were selected from these categories: Preschool Education, Preschool Programs, Early Childhood Education, Nursery Schools, Experimental Programs, and Demonstration Programs. Information related specifically to day care is not included in this bibliography but has been compiled in a separate bibliography. (AJ)

ED 052 823 24 PS 004 806
Howard, Norma Kemen, Comp.
Day Care: An Annotated Bibliography.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.
Bureau No—BR-0-0288
Pub Date Jun 71
Contract—OEC-0-70-2623(519)
Note—19p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, Certification, *Day Care Programs, *Day Care Services, Equipment, Facilities, Government Role, Instructional Staff, *Preschool Programs, Program Administration, Program Costs, Program Descriptions, Standards

This bibliography contains annotations of recent research reports, papers, and booklets and a list of journal articles dealing with different aspects of day care. Specific topics covered include program, staff, building, equipment, licensing and standards, financing, governmental involvement, and community support. The bibliography should be of particular use to teachers, administrators, and parents interested in day care. Ordering information for all titles is included. (NH)

ED 052 824 PS 004 814

McDonald, D. Lynn Paulson, F. Leon

The Evaluation of "Sesame Street's" Social Goals: The Interpersonal Strategies of Cooperation, Conflict Resolution, and Differing Perspectives.

Spons Agency—Children's Television Workshop, New York, N.Y.

Pub Date Apr 71

Note—16p.; Paper prepared for presentation at the Annual Meeting of the Association for Childhood Education International, Milwaukee, Wisconsin, April, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Conflict Resolution, *Educational Television, Objectives, Observation, Preschool Children, *Program Evaluation, Scoring, *Social Behavior, *Television, Testing

Identifiers—*Sesame Street

This report reviews "Sesame Street's" development of procedure and materials for the 1970-1971 season with emphasis on the social goals of cooperation, conflict resolution, and realization of differing perspectives. These goals mark a departure from the first year of programing which emphasized cognitive learning objectives. Research design, situational testing of social goals, and development of scoring procedures are discussed. The results of pilot testing will lead to further program and test refinement in anticipation of a larger scale effort to teach social goals during the third season. (Author/AJ)

ED 052 825 PS 004 819

Van den Daele, Leland D.

Infant Reactivity to Redundant Proprioceptive and Auditory Stimulation: A Twin Study.

Educational Testing Service, Princeton, N.J.

Report No—ETS-RB-71-9

Pub Date Feb 71

Note—19p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aural Stimuli, Genetics, *Infant Behavior, Overt Response, *Redundancy, *Response Mode, Stimulation, Stimulus Behavior, *Twins

The role of genetic factors in infant response to redundancy was evaluated through observation of the behavior of three sets of same-sex fraternal twins and six sets of same-sex identical twins to combinations of redundant proprioceptive and auditory stimulation. The twins ranged in age from 6 weeks to 24 weeks. One member of each twin set was placed on each side of a partition in a motor-driven rockerbox, and four 1-minute treatments were administered in mixed order, with 1-minute pre-treatment and post-treatment periods. The treatments consisted of combinations of fast and slow rocking under conditions of sound and no sound. An observer rated the activity level of each twin on a 5-point scale at 30-second intervals. Treatment was associated with a significant decline of infant activity independent of zygosity. Identical twins exhibited marked behavioral consistency compared to fraternal twins during and after treatment. The results appear to provide positive evidence for the role of endogenous, genetically linked regulation of infant response to redundant stimulation. (Author/NH)

ED 052 826 PS 004 821

Barr, Richard H. Foster, Betty J.

Current Expenditures by Local Education Agencies for Free Public Elementary and Secondary Education, 1968-69.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—OE-22026-69

Pub Date Sep 70

Note—4p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.10, Catalog No. HE 5.222:22026-69)

Document Not Available from EDRS.

Descriptors—Average Daily Attendance, *Educational Finance, *Elementary Education, Expenditure Per Student, *Expenditures, Federal Aid, Graphs, *Secondary Education, State Aid, *Statistical Data, Tables (Data)

Local education agencies spent $28.5 billion on free public elementary and secondary education during 1968-69, which represents 92 percent of public school expenditures during that year. These data do not include money spent for administration at state and intermediate levels, community services, adult education, and summer schools for which tuition is charged. Also excluded are expenditures of federal funds received under The Elementary and Secondary Education Act of 1965 (ESEA) titles I, II and III; the value of commodities donated for the School Lunch Program; and expenditures of income received from nontax revenues (tuition and fees). The expenditures of $28.5 billion were those allowable expenditures used to establish the "average per pupil expenditure in a state," and the national average expenditure per pupil in average daily attendance (ADA) required by federal law. The national average expenditure per pupil in ADA was $685, an increase of 11.8 percent over the $612 reported for the 1967-68 school year. A table gives the following information by region and state: current total expenditures for free public elementary and secondary education; average daily attendance; current expenditures per pupil; percent increase. Included is a graph which presents a 5-year comparison of state average expenditures per pupil in ADA. (NH)

ED 052 827 PS 004 826

The Health of Children—1970: Selected Data From the National Center for Health Statistics.

National Center for Health Statistics (DHEW), Rockville, Md.

Pub Date 70

Note—73p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Accidents, *Child Development, Disease Rate, Educational Background, Family Characteristics, Graphs, *Health, Health Services, *Infant Mortality, *National Demography, Racial Differences, Sex Differences, *Statistical Data, Unwed Mothers

In this booklet, charts and graphs present data from four divisions of the National Center for Health Statistics. The divisions represented are those concerned with vital statistics (births, deaths, fetal deaths, marriages and divorces); health interview statistics (information on health and demographic factors related to illness); health examination statistics (data on prevalence of illness and on various health-related measures); and health resources statistics (characteristics and utilization of health resources such as hospitals, clinics, nursing homes and family planning centers.) Infant mortality is recognized as a major problem and is the focus of Part I of the booklet. Part II deals with children's acute conditions and accidents. Part III presents statistics on the impact of illness on children ages 6 to 11 years and includes figures on speech and hearing defects, days of restricted activity and days in bed, school days lost, and reasons for hospitalization. Health care is discussed in Part IV, with statistics given on numbers of visits of children to doctors and dentists. Part V presents data on the growth and development of children ages 6 to 11 years. (NH)

ED 052 828 PS 004 829

Report to the President: White House Conference on Children 1970.

White House Conference on Children, Washington, D.C.

Pub Date 71

Note—439p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($4.75)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Bias, *Child Care, *Child Development, Civil Liberties, *Conference Reports, Creativity, Educational Technology, Environment, Family (Sociological Unit), Handicapped Children, Health, Learning, Leisure Time, Mass Media, Reading, Self Concept

Most of this document consists of the individual reports approved by the 25 Forums at the 1970 White House Conference on Children. Also included are the conference preamble that set the tone of the conference proceedings; the letter of transmittal submitted to the President by the national conference chairman, Stephen Hess; and an appendix containing lists of conference staff, consultants, advisory committees, and contributors. (AJ)

ED 052 829 PS 004 830

Lewis, Michael

State as an Infant-Environment Interaction: An Analysis of Mother-Infant Behavior as a Function of Sex.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—ETS-RB-71-29

Pub Date May 71

Note—57p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior, Heterogeneous Grouping, Home Visits, *Infant Behavior, *Interaction Process Analysis, *Mothers, *Sex Differences, Tables (Data)

The literature on the psychological construct of state is reviewed, and it is proposed that state be defined in terms of an infant-environment interaction. Interactive behavior of 32 mother-infant dyads was observed in the home for a total of 2 hours for each pair, in order to explore various types of interactive processes and analyses. A checklist divided into 10-second intervals included various observed behaviors, for example; infant fret/cry, vocalize, play, smile, and eat; and mother touch, hold, vocalize, play, change, and feed. The data seemed to support the proposed model of state, namely that infant condition (behavior) alone was insufficient to describe state since often the same condition had widely different consequences which in turn should affect future conditions. The data also revealed individual differences as a function of the sex of the infant. Briefly, girls received more distal responses to the same behavior for which boys received proximal responses. This finding was discussed as an important source of individual variance and its effect on subsequent cognitive functioning. (Author/NH)

ED 052 830 PS 004 831

Fomon, Samuel J.

Prevention of Iron-Deficiency Anemia in Infants and Children of Preschool Age.

Iowa Univ., Iowa City. Coll. of Medicine.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Pub Date 70

Note—19p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.20, Public Health Service Publication No. 2085)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Eating Habits, *Health Education, *Health Needs, Health Personnel, Infants, *Nutrition, *Nutrition Instruction, Parents, Physical Health, Preschool Children, *Prevention

Identifiers—Iron Deficiency Anemia

Iron-deficiency anemia is almost certainly the most prevalent nutritional disorder among infants and young children in the United States. Anemia is frequently seen among children of low socioeconomic status but is probably also the most frequent nutritional deficiency disease seen among children cared for by private doctors. Possible reasons for the widespread occurrence of this disease are: (1) an erroneous belief among many physicians that iron is not absorbed before 2 or 3 months of age and that therefore it is useless to give iron to young infants, (2) lack of awareness among professional workers and parents that most unfortified foods provide limited amounts of iron, (3) inability of many parents to carry out a program of daily administration of medicinal iron, and (4) feeding of milk, a poor iron source, to infants in large quantities to the exclusion of iron-rich foods. Recommenda-

tions are given for average daily intake of iron. A massive educational effort directed to professional workers and to parents is urged, and suggestions are made for evaluation of maternal and child programs. Tables give data on the prevalence of iron-deficiency anemia and the iron content of commercial infant foods. (NH)

ED 052 831 PS 004 832
Radin, Norma
Three Degrees of Parent Involvement in a Preschool Program: Impact on Mothers and Children.
Michigan Univ., Ann Arbor. School of Social Work.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 8 May 71
Note—16p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association, Detroit, Michigan, May 8, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Rating Scales, Cognitive Development, Discussion Groups, Followup Studies, Mothers, *Parent Attitudes, *Parent Influence, *Parent Participation, *Preschool Programs, *Program Effectiveness, Testing, Tutoring
To determine the effect of different amounts of parental involvement, 80 4-year-old children from lower class homes, enrolled in a compensatory preschool program (class for one-half day, four days per week for a full year) were divided into three groups. Group I received supplementary biweekly tutoring from teachers with no parental involvement. Group II was tutored but in the presence of their mothers who became involved. Group III was offered the same tutoring as Group II, and mothers participated in small group discussions about childrearing. The Stanford-Binet and the Peabody Picture Vocabulary Test (PPVT) were given as pretests and posttests to all children. A revised version of the Pupil Behavior Inventory was completed by teachers and two standardized questionnaires were completed by mothers to tap attitudes toward childrearing and cognitive stimulation in the home. No significant differences were found between groups in IQ gain on either the Stanford-Binet or the PPVT, although all groups gained significantly. Significant differences did emerge on factors of parental measures, but not on the teacher rating form. Desirable changes in maternal attitudes were found in the mothers who had been offered opportunity for maximum participation. (Author/AJ)

ED 052 832 24 PS 004 884
Bertram, Charles L.
Demographic and Socio-Economic Data of the Beckley, West Virginia Area and 1968-1970 Developmental Costs of the Early Childhood Education Field Study. Technical Report No. 1.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2909
Pub Date Feb 71
Contract—OEC-3-7-062909-3070
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Demography, *Field Studies, *Preschool Programs, *Rural Areas, *Socioeconomic Background, Tables (Data)
Identifiers—Appalachia, Early Childhood Education Program
This report includes demographic information about the eight county field test area, socioeconomic information about the parents of Early Childhood Education (ECE) Program children; and information on the number of staff and developmental cost of the ECE field study (1968-69 and 1969-70). A summary of data results is given. (Author/AJ)

ED 052 833 24 PS 004 885
Hines, Brainard
Attainment of Cognitive Objectives. Technical Report No. 3.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2909
Pub Date Feb 71
Contract—OEC-3-7-062909-3070
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Development, *Home Visits, Mobile Classrooms, *Preschool Programs, *Program Effectiveness, Television, *Test Construction
Identifiers—Appalachian Preschool Test, Around the Bend, Early Childhood Education Program
To determine the effects of the television program, "Around the Bend" and the Related activities of the home visitor and mobile van teachers, the Appalachia Preschool Test (APT) was developed by the Appalachian Educational Laboratory. APT is used to supplement the standardized instruments being used to measure program performance. The test consists of four subtests and an experimental section: Part 1 deals with color naming, identifying body parts, and right-left discrimination; Part 2 (described in this report) is the basis for determining specific cognitive learning from the early childhood education curriculum; Parts 3 and 4 are Piaget-type, conservation of number and size tasks; Part 5 is an experimental subtest designed to measure understanding of cause and effect, logical classification and letter recognition. To measure the achievement of cognitive objectives Part 2 was given to 273 children in three treatment groups, and subsequently to a 60-child sample in a comparison group. Children who viewed only the television program and were not exposed to the home visitor and mobile van teachers scored significantly lower on the test. Results indicate that the home visitor, more than any other part of the program, has a great potential for influencing the child's behavior, especially if she can produce changes in the child's environment. A summary of AEL Early Childhood Education program is available as PS 004 889. (Author/AJ)

ED 052 834 24 PS 004 886
Hines, Brainard W.
Detailed Analysis of Language Development of Preschool Children in ECE Program. Technical Report No. 4.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2909
Pub Date 71
Contract—OEC-3-7-062909-3070
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Language Development, *Language Skills, *Language Tests, Mobile Classrooms, Nonprofessional Personnel, *Preschool Programs, *Program Effectiveness, Tables (Data), Television, Verbal Ability
Identifiers—Early Childhood Education Program, Illinois Test of Psycholinguistic Abilities, ITPA
This report is concerned with the language skills category of objectives of the Early Childhood Education (ECE) Program. The Illinois Test of Psycholinguistic Ability (ITPA) was the primary instrument used for evaluation of 3-, 4-, and 5-year-old children in three treatment groups: (1) mobile educational facility, TV, and paraprofessional, (2) TV and paraprofessional, and (3) TV only. A control group received no treatment. An overview of the ITPA is given, as well as separate descriptions of each of the ten subtests. The subtests overlap somewhat in the functions they measure, but cover the broad areas of auditory memory and acuity, verbal expression and grammar, syntax and transformations, and the ability to associate various auditory and visual stimuli. Statistical descriptions and inferences are presented for each subtest. An overall summary of the findings of the effects for the second year's programming in language development is presented. Trends reported indicate that the ECE Program is having an effect on a broad range of psycholinguistic abilities. Tables and figures comprise about one-half of the document. A summary of AEL Early Child Education program is available as PS 004 889. (Author/NH)

ED 052 835 24 PS 004 887
Pena, Deagelia Miller, George
Social Skills Development in the Early Childhood Education Project. Technical Report No. 7.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2909
Pub Date Feb 71
Contract—OEC-3-7-062909-3070
Note—86p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Development, Educational Environment, Home Visits, *Interpersonal Competence, *Learning Processes, Mobile Classrooms, *Preschool Programs, Tables (Data), *Task Performance, Television
Identifiers—Early Childhood Education Program
A total of 105 children (3, 4, and 5 years old) participated in a study to determine the extent to which the experience of attending a mobile classroom for an hour and a half, once a week (32 weeks) contributed to the development of social skills. Since this was one of the first attempts to measure these skills in young children, another objective was to learn as much as possible about the development of these skills. The children were divided into two groups. One watched the daily television program, "Around the Bend," and was visited weekly by a home visitor. The other group watched the program, had home visits and visited a mobile classroom once a week. A task which involved placing model furniture in a model house was selected as the task which would most stimulate the occurrence of behaviors that facilitate the process of learning in group situations. Observers coded children's behavior under six major categories: initiation, request for help or questions, giving help, refusing help, group consciousness, and response to peers. Results gave strong indication that the mobile classroom contributed to the development of social skills assumed important in the learning process within a socially structured environment. Tables and graphs comprise more than half the document. A summary of AEL Early Childhood Education program is available as PS 004 889. (Author/AJ)

ED 052 836 24 PS 004 888
Hines, Brainard
Results of Parent and Student Reaction Questionnaire. Technical Report No. 8.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2909
Pub Date Jan 71
Contract—OEC-3-7-062909-3070
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Home Visits, Nonprofessional Personnel, Observation, *Parent Attitudes, *Preschool Programs, *Questionnaires, *Student Attitudes
Identifiers—Early Childhood Education Program
In order to evaluate the changes in parent and student attitudes toward the various components of the Early Childhood Education (ECE) program, the paraprofessional home visitors were asked to complete a ten item questionnaire based on their observations of the family's reactions to each of three components (TV program, home visit, and mobile classroom). The questionnaire was completed on a weekly basis for a sample of approximately 80 families normally visited by the paraprofessionals. Graphical analysis of the weekly changes in attitude of parents and children showed a similar pattern for individuals exposed to the mobile facility and those who were only visited by the paraprofessional. Although attitude toward the program remained at a highly positive level throughout the year, it decreased slightly in late October, early January, and late February. Both parents' and children's attitudes followed this same pattern, although the parents were consistently more enthusiastic about the program. A summary of AEL Early Child Education program is available as PS 004 889. (AJ)

ED 052 837 24 PS 004 889
Bertram, Charles L. And Others
Evaluation Report: Early Childhood Education Program, 1969-1970 Field Test. Summary Report.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2909
Pub Date May 71
Contract—OEC-3-7-062909-3070
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Development, Cost Effectiveness, Home Visits, Interpersonal Competence, Language Development, Mobile Classrooms, Nonprofessional Personnel, Parent Reaction, *Preschool Children, *Preschool Programs, *Program Costs, *Program Effec-

tiveness, *Program Evaluation, Psychomotor Skills, Television
Identifiers—Early Childhood Education Program
This report is based on data obtained during the second year of a 3-year field test cycle of the Appalachia Educational Laboratory (AEL) Early Childhood Education (ECE) Program. The ECE Program is a home-oriented instructional system designed for 3-, 4-, and 5-year-olds, which is being used on a regional basis for approximately 25,000 children. It consists of 30-minute television lessons broadcast into the home each day; a weekly home visit by paraprofessionals to discuss the program with parents and children, and to deliver materials for the parents to use with the children; and group instruction once a week in a mobile classroom. Tests used, methods, and results are reported for children's gains in cognitive, language, psychomotor, and social skills categories. Field test results are presented in four areas: program effort (describes material and personnel requirements); program performance (children's achievement gains and parents' and children's attitudes toward the program), program pervasiveness (describes the population which might be served), and evaluation synthesis (summary). The program pervasiveness study and cost analysis indicate that the Appalachian Educational Laboratory ECE Program is an economical alternative to other programs of early childhood education. (Author/NH)

ED 052 838 24 PS 004 893
Hines, Brainard W.
Analysis of Intelligence Scores.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—TR-2
Bureau No—BR-6-2909
Pub Date Feb 71
Contract—OEC-3-7-062909-3070
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Home Visits, *Intelligence Quotient, Mobile Classrooms, Preschool Children, *Preschool Programs, *Program Evaluation, Sex Differences, Tables (Data), Television, *Verbal Ability, *Vocabulary Development
Identifiers—Peabody Picture Vocabulary Test, PPVT
The theory underlying the measurement of intellectual growth by the Peabody Picture Vocabulary Test (PPVT) and its congruence with the objectives of the Appalachia Educational Laboratory (AEL) Early Childhood Education Program is explored. The PPVT was administered to a sample of 160 3- and 4-year-old children in three treatment groups: (1) Package (Mobile Classroom, TV, and Home Visitor), (2) TV-Home Visitor (HV), (3) TV Only, and a control group. Data are analyzed by a three-way analysis of variance and an analysis of covariance procedure. Because of the highly specific nature of the test items on the PPVT, it is not likely that it reflects general program effects as well as the more broadly based instrument in a test battery. Two groups of children (Package and TV-HV) scored near the national mean (50th percentile) in IQ and two groups (TV Only and Control) scored near the 40th percentile when compared to the national sample. The lack of overall deficit indicates that many of the children have an adequate vocabulary level. Raw score analysis suggests the probability of a treatment effect in the verbal area which is reflected by the PPVT and which favors the Package and TV-HV groups. A summary of the AEL Early Childhood Program is available as PS 004 889. (Author/NH)

ED 052 839 24 PS 004 894
Hines, Brainard W.
Analysis of Visual Perception of Children in the Early Childhood Education Program (Results of the Marianne Frostig Developmental Test of Visual Perception).
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—TR-5
Bureau No—BR-6-2909
Pub Date Feb 71
Contract—OEC-3-7-062909-3070
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation Methods, Mobile Classrooms, Motor Development, Nonprofessional Personnel, Perceptual Development, *Perceptual Motor Coordination, *Preschool Programs, Program Evaluation, Sex Differences, Tables (Data), Teacher Attitudes, Teacher Role, Television, *Visual Measures, *Visual Perception
Identifiers—Frostig Developmental Test of Visual Perception
This report includes a description of the Frostig as a total instrument and an overall analysis, as well as separate analyses and descriptions of each subtest. A brief summary of the experimental design and sampling plan also is included. A summary of the AEL Early Childhood Program is available as PS 004 889. (Author/NH)

ED 052 840 24 PS 004 895
Pena, Deagelia
Factor Analysis of the Early Childhood Education Test Data.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—TR-6
Bureau No—BR-6-2909
Pub Date Feb 71
Contract—OEC-3-7-062909-3070
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Ability, *Factor Analysis, *Factor Structure, Memory, *Orthogonal Rotation, Preschool Children, *Preschool Programs, *Program Effectiveness, Tables (Data), Testing, Visual Perception, Vocabulary
Twenty variables comprising the subtests of the Frostig, Illinois Test of Psycholinguistic Ability, Appalachia Preschool Test and the Peabody Picture Vocabulary Test raw score were factor analyzed by a principal component solution and an orthogonal rotation of the factor matrix. Although the different subtests were designed to measure specific abilities, these abilities could be masked by the presence of unknown underlying factors common to these tests. Eight factors were identified: vocabulary; reasoning; general reception; identifying body parts; general cognitive skills; visual perception; auditory memory; and verbal expression. The results of the factor analysis showed that, to some extent, the factors revealed certain abilities which discriminated between groups of children tested. The effectiveness of the Early Childhood Education (ECE) Program on at least a few factors was indicated. With the exception of the category of "verbal expression," in which the comparison group scored the highest, the ECE subjects had higher factor scores. A summary of the AEL Early Childhood Program is available as PS 004 889. (Author/NH)

ED 052 841 24 PS 004 896
Miller, George L.
Analysis of Children's Reactions to AEL's Preschool Television Program.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—TR-9
Bureau No—BR-6-2909
Pub Date Dec 70
Contract—OEC-3-7-062909-3070
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Television, Home Visits, Mobile Classrooms, Nonprofessional Personnel, Observation, *Preschool Children, *Preschool Programs, Rural Areas, *Television Curriculum, Television Surveys, *Television Viewing
Identifiers—Around the Bend
This report describes a technique which can be used to provide both formative and summative evaluation of television programs designed to promote educational development in 3-, 4-, and 5-year-old children. The daily half-hour program evaluated is part of an Appalachia Educational Laboratory project, now in its second year. (Other project components are weekly visits in homes by paraprofessionals, and weekly visits by a mobile classroom.) Of the 170 TV programs transmitted in the first two years, observational data was collected on 133. The telecasts, designed to elicit overt responses from children, made possible a systematic observational evaluation of viewer responses. Each of eight paraprofessionals watched the program with a different child every morning so that, in a random fashion, all 270 children were observed an equal number of times. The observer coded children's responses while viewing the TV program and rated them on a standard tally sheet. First year and second year programs were compared on (1) the ratio of responses to questions asked by the TV teacher, (2) the ratio of negative reactions to enthusiastic reactions, and (3) the average number of enthusiastic reactions. Results indicate that systematic observational systems can provide formative evaluation of preschool TV programs to guide changes in presentation techniques, content, and emphasis. A summary of the AEL Early Childhood Program is available as PS 004 889. (AJ)

ED 052 842 24 PS 004 897
Bertram, Charles L.
A Comparison of Parents' Attitudes Toward AEL's "Around the Bend" and Other Children's Television Programs.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—TR-10
Bureau No—BR-6-2909
Pub Date Dec 70
Contract—OEC-3-7-062909-3070
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Television, Home Visits, *Parent Attitudes, Preschool Children, *Preschool Programs, Questionnaires, Rural Areas, *Television Surveys, *Television Viewing
Identifiers—Around the Bend, Captain Kangaroo, Mister Rogers, Romper Room, Sesame Street
This study compared the parental appeal of the Appalachia Educational Laboratory's television program, "Around the Bend," with "Captain Kangaroo" and "Romper Room." Data was solitited from 150 parents of children in each of the three treatment groups of the Early Childhood Education Program: (1) children who observed the television program only; (2) those who watched the program and were visited at home once weekly by a paraprofessional; and (3) those receiving the TV program and the home visits, who were also exposed once a week to a mobile classroom. The survey forms were designed to determine which programs were viewed by the children, if parents watched the programs with the children, if parents thought the children enjoyed and/or learned from the programs, and if parents thought the different programs were good for the children. Parents were asked to rate the programs from the best to the very worst and give the program sponsors' names. Eighty-one percent of the 150 parents to whom forms were mailed responded. "Around the Bend" was rated best by 51% of the parents; "Captain Kangaroo," by 38% and "Romper Room," by 11%: The ratings varied among the parents of children in different treatment groups. Many of the children watched two or more children's programs each day. Many parents watched the programs with their children and felt that instructional television combined with home visits was an acceptable procedure for early childhood education. A summary of the AEL Early Childhood Program is available as PS 004 889. (Author/AJ)

ED 052 843 24 PS 004 904
Haskell, Lucy A., Comp.
British Primary Education: An Annotated Bibliography.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.; Office of Economic Opportunity, Washington, D.C.
Bureau No—BR-0-0288
Pub Date Jul 71
Contract—OEC-0-70-2623(519)
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annotated Bibliographies, Curriculum, Educational Change, *Educational Innovation, Educational Methods, *Educational Philosophy, *Instructional Innovation, *Teaching Methods
Identifiers—Great Britain, Open Education
This annotated bibliography lists British publications useful to American educators' understanding of educational reform in England and the British primary schools. Since American enthusiasm for open and informal educational

methods has grown so quickly, this bibliographic tool is a necessary first step in the systematic, thorough study of British schools as potential models for United States school reform. The bibliography is divided into four sections: "A Brief Survey of English Education," describing the major trends of education in the context of British history; "Pioneers in Educational Thought," accounts of some of the major educational innovators of the past 150 years; "Contemporary Trends in Primary Education," descriptions of "informal" programs and samples of the continuing British debate over the schools and where they should be heading; and "Curriculum Innovations," descriptions of innovations in various subject areas. Two brief sections are added for those who are interested in an American view of British Primary Schools and in general background material. (Author/AJ)

ED 052 844 PS 004 916

Implementation of Planned Variation in Head Start: Preliminary Evaluations of Planned Variation in Head Start According to Follow Through Approaches (1969-1970). Interim Report: First Year of Evaluation, Part II.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date May 71

Note—446p.

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Academic Performance, Class Organization, Educational Strategies, Measurement Instruments, Parent Child Relationship, Participant Characteristics, *Preschool Programs, *Program Effectiveness, *Program Evaluation, Tables (Data), Teaching Models, Testing

Identifiers—Planned Variation Program, *Project Follow Through, *Project Head Start

To evaluate the Follow Through portion of the Planned Variation program (1967-1970) eight distinct approaches were studied. The approaches rest on differing philosophical and psychological premises and employ a variety of pedagogical strategies. A battery of 14 existing and specially developed measures were used to cover the cognitive area. Factors such as organization of classrooms, parent-child interaction, supervision, child performance data and diffusion effects were analyzed. Among the most important outcomes of the first year of this 3-year assessment study are (1) cataloguing the process of program implementation (2) describing classroom processes (3) establishing the scheme and instruments to be used for the second and third years of the study. The general conclusion of this document is that first year outcomes are encouraging but it is too early to assess with confidence the specific outcomes of specific program models. One fourth of the document consists of bibliographic references and appendixes detailing test instruments. A review and summary of this document is available as PS 004 917. (WY)

ED 052 845 PS 004 917

Bissell, Joan S.

Implementation of Planned Variation in Head Start. I. Review and Summary of the Stanford Research Institute Interim Report: First Year of Evaluation.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date Apr 71

Note—51p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Development, Data Collection, Discovery Learning, Educational Philosophy, *Preschool Education, *Preschool Programs, *Program Effectiveness, Self Concept, Skill Development, Teaching Methods, *Teaching Models

Identifiers—Head Start Planned Variation, Project Follow Through, *Project Head Start

This pamphlet summarizes the interim report of the Head Start Planned Variation Study although information from other sources is included. During the pilot phase (1969-1970) eight distinct approaches to preschool education were analyzed with regard to the nature and extent of implementation of early education models and program effects. The first group of findings deals with differences in ease of implementation in new locations and with external factors which facilitate implementation. The second group concerns the nature of experiences provided to children by preschools based on different educational philosophies and methods. The third set of findings concerns the effects of preschool programs on children and their families. The preliminary and tentative nature of all of these findings is stressed because they are based on only the first year of a 3-year program of evaluation. The complete interim report is available as PS 004 916. (WY)

ED 052 846 PS 004 935

Early Childhood Education Program for Nursery, Kindergarten Children.

Newton Public Schools, West Newton, Mass.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 7 Aug 70

Note—41p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Communication Skills, *Disadvantaged Youth, *Enrichment Activities, *Kindergarten Children, Parent Participation, *Preschool Children, Program Descriptions, Program Evaluation, Student Teacher Ratio, *Summer Programs, Testing

Identifiers—Elementary and Secondary Education Act Title I, ESEA Title I, Open Classrooms

A summer program conducted in two schools involved 154 nursery school and kindergarten children. Eligibility was determined by economic criteria, ability to attend the full 5-week program, and probability of benefit from the program. Pupil-teacher ratios were generally 9 to 1; part-time psychological and speech services and a nurse were also available. The general program design was to provide enrichment activities to children in an open classroom atmosphere. Because a control group was not available, evaluation of program effects was undertaken by pretesting and posttesting with the Child Behavior Rating Scale (CBRS) and the Peabody Picture Vocabulary Test (PPVT). The CBRS was also administered over the telephone to a sample of 20 parents. Teachers kept a record of contacts with parents to assess general parental involvement in the program. Evaluation findings indicate that: (1) students made significant improvement in two of the CBRS scales (Self-Adjustment and School Adjustment); (2) parents tended to rate their children lower on the Self-Adjustment Scale than did the teachers; (3) the mean IQ scores as measured by the PPVT were comparable to the national average; and (4) almost all parents were involved in the program, and their assessments of the program were positive. The document also includes program reports and photographs from the two schools, a replica of a newsletter sent home weekly, and selected letters from parents. (AJ)

ED 052 847 PS 004 957

Dittmann, Laura L. And Others

Study of Selected Children in Head Start Planned Variation, 1969-1970. First Year Report: 3 - Case Studies of Children.

Maryland Univ., College Park. Coll. of Education.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 71

Note—39p.; Prepared by the Institute For Child Study

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Behavior, *Case Studies, Family Influence, Family School Relationship, Interviews, Observation, *Preschool Children, *Preschool Programs, *Program Evaluation, Sex Differences, Teacher Role, Teaching Models

Identifiers—Planned Variation Program, *Project Head Start

To test the feasibility of using case study techniques in national evaluations, the case study approach was used to study the experiences of a boy and a girl in each of eight Head Start curricular models and two children in a classroom not under the sponsorship of a program developer. Teachers and mothers were also interviewed. The purpose of the study was to capture the children's experiences in the different settings, not to evaluate the model itself. Summaries of case studies of 16 children are presented. Classroom observers agreed on these findings: (1) the Head Start experience is valuable to the children; (2) there is not enough contact between the home and the school; (3) concentration on cognitive aspects of the model tends to make teachers less aware of other important aspects of the child's life; (4) the models restricted the teachers in tailoring the program to the individual child; and (5) in many instances the curriculum seems better geared to boys. Investigators concluded that the case study approach is feasible. A final section comments on the functioning of the models and the extent to which Head Start goals are being met. (NH)

RC

ED 052 848 RC 005 332

Mercer, Jane R.

Current Retardation Procedures and the Psychological and Social Implications on the Mexican-American. A Position Paper.

Spons Agency—Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Pub Date Apr 70

Note—40p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Intelligence Tests, *Mental Retardation, *Mexican Americans, Special Education, *Student Evaluation, *Student Placement, Surveys, *Testing

Identifiers—California

In view of the disproportionately large numbers of Mexican American children in special education classes, this position paper presents past and current research findings examining 2 hypothetical causes of the disproportion: discriminatory referral procedures and discriminatory clinical procedures. Examining 1 medium-sized California school system, it was determined that the pupil personnel department's clinical testing procedures rather than referral processes produced the ethnic misrepresentation in special classes. Recommendations are that (1) more refined scales need to be developed for assessing the child's adaptive behavior outside the school and (2) pluralistic norms need to be used in interpreting the meaning of both the IQ and the adaptive behavior score for children of Mexican American heritage. Five tables and 16 references are included. (MJB)

ED 052 849 RC 005 347

Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest. Mexican American Education Study.

Commission on Civil Rights, Washington, D.C.

Report No—MAES-1

Pub Date Aug 70

Note—97p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Personnel, Boards of Education, Civil Rights, *Cultural Isolation, *Demography, Enrollment, *Equal Education, *Ethnic Distribution, Governing Boards, Instructional Staff, *Mexican Americans, Social Isolation

Identifiers—*Southwest

Demographic characteristics and ethnic isolation of Mexican American students and staff in the Southwest are examined in terms of size and distribution of Mexican American enrollment, ethnic isolation of Mexican American pupils (by school and district), size and assignment of school staff, and school district administrators and school board members. Three basic findings were derived from this study: that (1) Mexican American public school pupils are severely isolated by school district and by schools within individual districts; (2) Mexican Americans are underrepresented on school and district professional staffs and boards of education; and (3) the majority of Mexican American staff and school board members are found in predominately Mexican American schools or districts. It was also found that (1) a considerable proportion of Mexican American students in the Southwest attend ethnically imbalanced schools; (2) the extent of ethnic imbalance does not differ sharply among New Mexico, Texas, California, Colorado, and Arizona schools; (3) 4 of the largest districts in the Southwest (Los Angeles, Denver, Albuquerque, and Tucson) account for a significant percentage of Mexican American students who

are in schools having disproportionately high Mexican American enrollments; (4) although these large districts account for much of the imbalance, ethnic imbalance is not necessarily contingent on district size; and (5) the extent of imbalance is not influenced by the ethnic composition of the district. Included are 16 tables and 12 figures. (MJB)

ED 052 850 RC 005 350

De Geyndt, Willy Sprague, Linda M.

Health Behavior and Health Needs of American Indians in Hennepin County.

Minnesota Univ., Minneapolis.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jun 71

Note—67p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, Demography, Dental Health, Employment Statistics, Family Mobility, Field Interviews, *Health, *Health Needs, Questionnaires, Research Design, *Social Problems, *Socioeconomic Influences, Statistical Data, Urban Population

Identifiers—Minnesota

The report describes health attitudes, behavior patterns, and needs among American Indians in an urban setting: Hennepin County, Minnesota. As stated, a structured interview technique was used on a multi-stage sample of 225 Indian families to provide statistical data in achieving the 5 study objectives: (1) the collection of demographic and socioeconomic information, (2) the description of mobility patterns, (3) the assessment of utilization patterns of medical and dental care, (4) the identification of social problems, and (5) the assessment of attitudes concerning health services. In the document, statistics and narrative are provided in the areas of each of the 5 objectives, along with 5 conclusions and 37 tables based on questionnaire data accumulated during the course of the research. A selected bibliography and a copy of the questionnaire are appended. (DA)

ED 052 851 RC 005 366

Beaulieu, David L.

Native American Students in Standard Metropolitan Statistical Areas: A Selective Analysis of 1968 HEW Data.

Minnesota Univ., Minneapolis.

Pub Date Dec 70

Note—122p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*American Indians, *Enrollment, *Metropolitan Areas, National Surveys, Population Trends, *Public Schools, *School Demography, School Districts, Students, Teachers

As part of a forthcoming report entitled "The Education of Urban Indian Children in the United States," this document is a selective summary of 1968 data from the Department of Health, Education, and Welfare concerning racial/ethnic breakdowns of public school students in standard metropolitan statistical areas (SMSA's). Data for the overall survey were reported to the Office for Civil Rights by school district superintendents and/or state education agencies. All school districts with 3,000 or more enrollment (1967-68) were surveyed. Smaller school districts were selected for inclusion in the survey in a statistically random manner based on district enrollment. This report provides information on urban American Indian student demography in 169 SMSA's in the United States (including the District of Columbia). Statistical charts showing the state, school district, and number of schools in the district, number of Indian students and teachers, and other pertinent information make up the major portion of the report. (EL)

ED 052 852 RC 005 384

Stockburger, Cassandra And Others

Migrant Children: Their Education.

Association for Childhood Education International, Washington, D.C.

Pub Date 71

Note—64p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 ($2.00)

Document Not Available from EDRS.

Descriptors—Cultural Factors, *Educational Objectives, *Inservice Teacher Education, Language Handicaps, Learning Activities, *Migrant Child Education, *Migrant Workers, Relevance (Education), *School Community Relationship, Spanish Speaking, Student Volunteers

Since it is felt necessary for the teacher to get to know the migrant child as an individual as quickly as possible, some of the articles in this booklet report on ways in which teachers establish rapport with the newly arriving child. Informal means of assessing achievement levels and learning readiness, ways to help the child develop a more positive attitude toward himself and the school, and tips on use of teacher-developed materials that relate to the child's background are included. Assistance to administrator and teacher by outside organizations and agencies is reviewed in 2 of the articles. Programs discussed include the Racine (Wisconsin) Migrant Program, a Piaget-influenced program in Grady County Schools (Cairo, Georgia), and several inservice teacher education programs. (LS)

ED 052 853 24 RC 005 386

Bass, Willard P.

Research and Development Needs and Priorities for the Education of American Indians. Final Report.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0519

Pub Date May 71

Grant—OEG-0-9-410519-4537(010)

Note—45p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *American Indians, Boards of Education, Community Control, Counseling, Economic Development, *Educational Development, Educational Finance, English (Second Language), *Evaluation, *Federal Programs, Health, Instructional Improvement, Learning Processes, *Research Needs, Reservations (Indian), Teacher Attitudes, Teacher Education

The rationale of this study was that a planned, systematic approach was necessary to identify major problems in educating American Indians, to analyze the problems, to determine the evidence needed for solutions, and to indicate research and developmental needs and priorities. Thus, this study consisted of 3 major phases: (1) identification of 20 or 25 priority problems, (2) development of position papers by scholars who were particularly knowledgeable about the problems, and (3) analysis of the position papers for recommendations in terms of research and developmental needs. It was expected that the project would provide valuable information to those individuals and agencies interested in research in Indian education and that the findings would have some implication for the allocation of research funds. In the document, research and developmental recommendations from 20 of the selected position papers are reviewed and analyzed. (LS)

ED 052 854 RC 005 388

Intergroup Relations and the Education of Mexican American Children. An Advisory Report to the Board of Education, Norwalk-La Mirada Unified School District.

California State Dept. of Education, Sacramento. Bureau of Intergroup Relations.

Pub Date 71

Note—79p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Anglo Americans, Cultural Pluralism, *Culture Conflict, Educational Needs, Field Studies, Intergroup Education, *Intergroup Relations, *Mexican Americans, *Public Education, School Community Relationship, *School Surveys, Student Teacher Relationship

Identifiers—California

Prepared from a 3-agency team study of the Norwalk-La Mirada public schools during October through December of 1970, this problem-oriented report sets forth the results of school observations, community interviews, and staff opinion surveys, all directed toward analyzing intergroup relations and Mexican American education in this predominantly Anglo American school district. The material obtained via the team study provides the foundation for a 3-pronged evaluative summary of intergroup conflict, cultural pluralism, and rigidity and depersonalization in the schools, thus leading into 26 recommendations for action in areas such as compilation and use of data, community involvement, ethnic balance in the schools, employment and utilization of staff, student relations, tracking and teaching practices, inservice education of staff, and multi-ethnic curriculum. An appendix contains 4 statistical tables and an excerpt from the report "Intergroup Conflict in California Secondary Schools." (BO)

ED 052 855 RC 005 391

Cordova, Ignacio R. And Others

Evaluation of the Second Year (1968-1969) of the Sustained Primary Program for Bilingual Students in the Las Cruces, New Mexico Public School System.

Pub Date Jun 70

Note—118p.

Available from—Las Cruces Elementary School Bilingual Program, Las Cruces School District No. 2, Las Cruces, New Mexico 88001 ($5.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Achievement Gains, *Bilingual Education, Cultural Pluralism, Curriculum Development, Grade 1, Grade 2, Intelligence, Kindergarten, Language Skills, *Mexican Americans, Parent Participation, *Primary Grades, Self Concept, *Spanish Speaking, Year Round Schools

Identifiers—Las Cruces, New Mexico

Evaluating the 2nd-year K-3 bilingual program in 4 elementary schools, this document assessed (1) the increase in achievement level of Spanish-speaking pupils through use of a sustained K-3 program; (2) the student achievement level between bilingual and monolingual programs; (3) the involvement of Spanish-speaking parents as advisors and learners; (4) whether a 12-month 200-day school year serves the learner better than a 180-day regular school year; (5) the increase in measurable mental abilities of Spanish-cultural/linguistic-background children; (6) the enhancement of positive feelings of student self-worth; (7) the development of skills for bilingual-bicultural interaction; and (8) a school curriculum which utilized the culture and language of Spanish-background pupils. Two experimental groups and a control group were evaluated via appropriate forms of the California Short-Form Test of Mental Ability and the Metropolitan readiness and achievement tests, and 4 other instruments. Among the conclusions, it was found that females made greater gains than males in language growth, reading, and numerical reasoning; the control group made significant gains in grade 1 but not grade 2; summer instruction appears valuable for bilingual students in reading, word knowledge, and arithmetic; and pupil adjustment and parental-school contacts were insignificant. Four evaluation instruments are appended. [Not available in hard copy due to marginal legibility of original document.] (MJB)

ED 052 856 RC 005 393

Program Description: Southwest Indian Youth Center.

Southwest Indian Youth Center, Tucson, Ariz.

Pub Date May 71

Note—25p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Ability, *Adolescents, *American Indians, Attitudes, Community Involvement, *Delinquent Rehabilitation, Discipline, Job Skills, Leisure Time, *Rehabilitation Programs, Selection, *Self Actualization, Social Development, Work Attitudes

Described is an innovative program designed for rehabilitating American Indian adolescents who have committed legal offenses. As stated, goals of the program are to improve work habits, social behaviors, vocational and academic skills, leisure skills, responsibility for self, attitudes, and community participation using a system of promotion through the 4 program levels based on the point (merit) system. In the document, trainee selection, intake, and discipline are discussed, as well as the 4 levels of standing: Level IV, the incoming trainee; Level III, the honor trainee; Level II, the trainee at the moving-off center; and Level I, the trainee living on his own in Tucson, Arizona. Three tables are included: Table 1 illustrates the 4 levels in the areas of pay, criteria for the next level, privileges, and restrictions; Table 2 presents the camp schedule; and Table 3 is a list of consequences for negative behavior. Also included is a discussion of positive/negative feedback in terms of trainee evaluation. (MJB)

ED 052 857 RC 005 396
Atcheson, J. D. And Others
Report of Mental Health Survey Team.
Pub Date 3 May 69
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Economic Factors, *Environmental Influences, *Eskimos, Facilities, *Mental Health, Personality, *Psychological Services, Social Factors
Identifiers—*Canada
Three psychiatrists and a consulting psychologist investigated mental health problems in the Yukon and Northwest Territories. Specific purposes of the investigation were (1) to comment on the adequacy of existing mental health services and facilities, (2) to make recommendations for improvement of consulting services and facilities, (3) to consult with territorial legal advisers concerning legislation which would be required to expedite a legally adequate mental health service to both territories, and (4) to consider those factors in the Canadian North that prevent the achievement of maximum mental health and to discuss the means by which such factors could be eliminated. Factors affecting mental health are described in the report under social factors, economic factors, personality characteristics, and geography and climate. An attempt is made to identify factors affecting the non-native and the native Indian and Eskimo populations. Recommendations are given in the areas of administrative organization, facilities, children's services, primary prevention, and research. Appended are lists of meetings, briefs, and reports. (JH)

ED 052 858 RC 005 423
Woodall, Thomas E.
Design for Action; Community Problem Solving in Disadvantaged Communities. Information Series 4.
West Virginia Univ., Morgantown. West Virginia Center for Appalachian Studies and Development.
Spons Agency—Federal Extension Service (DOA), Washington, D.C.
Report No—Ser-69-6-2
Pub Date Jan 69
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Action Programs (Community), Agency Role, *Community Involvement, *Disadvantaged Groups, Economic Progress, *Extension Agents, Government Role, Research Projects, Resource Staff Role, *Rural Development
Identifiers—*Appalachia
Supported by funds from the Federal Extension Service of the U.S. Department of Agriculture, staff members of West Virginia University's Appalachian Center designed and implemented a 5-year experimental program designed to improve the economic conditions and the quality of living in 2 Appalachian communities. The approach was that of community and public-agency involvement. Success of the project was attributed to (1) modification of the rigid, structural requirements usually imposed by public agencies and (2) improving communications between the communities and the agencies. In this preliminary report on the project's impact on the 2 communities involved, descriptions of the model--including problems encountered--are offered. (JB)

ED 052 859 RC 005 426
Zeller, Frederick A. Smith, Wil J.
Economic Development in West Virginia. Information Series 6.
West Virginia Univ., Morgantown. West Virginia Center for Appalachian Studies and Development.
Report No—Ser-69-8-6
Pub Date Dec 68
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Economic Development, Education, Financial Policy, *Human Resources, Industry, Manpower Development, *Rural Development, Socioeconomic Influences, *State Government, *Tax Allocation, Transportation
Identifiers—*Appalachia
Excessive unemployment, serious deficiencies in education, housing, welfare, transportation, and government systems are major problems in West Virginia. A historical contributor to the present condition is the decline of the coal industry. Also a contributor is the general apathy of the citizens toward change and economic progress. The state's basic social and economic infrastructures, consequently, are sub-par to national norms. Economic expansion can be realized if (1) the national economy continues to grow, (2) the Federal regional programs and the Appalachian Regional Development Program proceed as scheduled, and (3) the state legislature authorizes public expenditure programs adequate to support the projected expansion of the private sector; however, this prediction for economic expansion rests upon the application of qualitatively and quantitatively adequate public expenditures. The document provides an analysis of factors producing West Virginia's economic situation in 1968, suggestions for governmental action and a government expenditures policy, and discussions of expenditure areas such as the educational system, public welfare system, health, industry, and the transportation system. (JB)

ED 052 860 24 RC 005 445
Hepner, Ethel M.
The American Elementary School Versus the Values and Needs of Mexican-American Boys. Final Report.
Lynwood Unified School District, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-I-062
Pub Date May 71
Grant—OEG-9-70-0032(057)
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Classroom Environment, *Cultural Factors, Culture Conflict, *Elementary Grades, Group Relations, *Mexican Americans, Motivation, Reading Skills, Role Perception, Self Concept, *Values
The investigation examined 2 issues: (1) how the values of the subculture influence the underachievement of the Mexican American boy and (2) what happens to him if he is placed into a new educational strategy. The overall purpose of the research was to ascertain promising instructional procedures for underachieving (as measured by standardized achievement tests) Mexican American boys in grades 4-6. Hypothesizing that differences exist in qualitative characteristics of self-image in relation to ethnic classifications and in reading level achievement, and that reading achievement of culturally different children is directly related to differences in teaching techniques used to accomplish reading skills, 50 low-achieving and 50 achieving boys of Mexican American descent and 50 achieving boys of Anglo American heritage from 3 "disadvantaged" Los Angeles schools were studied. Findings tended to support hypothesis 1 while negating hypothesis 2. It appears that there are value conflicts between the Mexican American boy and the American school which affect his classroom achievement. His masculine orientation, strong peer-group identification, and lack of "driveness," as well as the informal classroom which is at odds with his needs for a formal educational setting, are causes of the conflicts. It is recommended that the American school reexamine and restyle its curriculum to enhance legitimacy for all socially or culturally different students. A bibliography and 13 tables are included. (MJB)

ED 052 861 RC 005 446
The Indian Texans.
Texas Univ., San Antonio. Inst. of Texan Cultures.
Pub Date 70
Note—71p.
Available from—Institute of Texan Cultures, P.O. Box 1226, San Antonio, Texas 78206 ($1.25 plus postage)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American History, *American Indian Culture, Archaeology, Art Expression, Change Agents, *Culture Conflict, Ethnic Relations, *Resource Materials, *Socioeconomic Influences, Tribes
Identifiers—*Texas
According to the booklet, the first Texans were of Asiatic origin, arriving in Texas during the last Ice Age. Also as reported, remains of the first identifiable Texan were found near Midland in 1953, and the evidence indicated that "Midland Minnie" lived about 12,000 years ago. This pamphlet--one of a series on Texan cultures--depicts narratively and pictorially 12,000 years of contributions of the Texas Indians to the culture and history of the state. Not only are the living habits of different tribes discussed but also some of the battles with the white man, such as the Parker's Fort Massacre, the Council House Fight in San Antonio, the Linnville Raid, the battle at Adobe Walls, the Salt Creek Massacre, and the battle of Palo Duro Canyon. Among the tribes discussed are the Comanche, Kiowa, Tigua, Tejas, Apache, Wichita, and Cherokee Indians. (JB)

ED 052 862 RC 005 447
Report of the Assembly Subcommittee on Indian Affairs to the Standing Committee on Governmental Operations.
New York State Assembly, Albany.
Pub Date Mar 71
Note—62p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Educational Benefits, Intercommunication, Law Enforcement, *Legal Problems, *Reservations (Indian), *Social Services, *State Laws, Taxes
Identifiers—*New York State
The 1970 legislative session of the New York State Assembly created the Subcommittee on Indian Affairs to review New York's Indian Law and state services provided to Indian reservations. Seven hearings were held on reservations to gather opinions, suggestions, and criticisms of the on-reservation Indian community. In addition, a special hearing was held to explore circumstances surrounding extensive land claims made by the Oneida Nation. This report contains a summary of the subcommittee's activities during a 10-month period and recommendations for administrative actions in the areas of communication, jurisdiction, administration, housing, hunting and fishing rights, factionalism, cultural preservation, taxation, and land rights. (JH)

ED 052 863 RC 005 448
Maynor, Waltz
Academic Performance and School Integration: A Multi-Ethnic Analysis.
Pub Date 70
Note—112p.; Doctor's dissertation submitted to Duke University, Durham, North Carolina
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Ability, *Academic Performance, Achievement Rating, *American Indians, *Anglo Americans, Classroom Integration, Cross Cultural Studies, *Negroes, *School Integration
Identifiers—North Carolina
Determining whether statistically significant differences occur in the measured achievement of a group of 608 white pupils, 127 Lumbee Indian pupils, and 680 black pupils--from a newly racially integrated North Carolina school system--this study analyzed academic performance with respect to each student ethnic group, each teacher ethnic group, and each student-teacher ethnic combination. The research procedure involved administration of the California Achievement Test to grades 6 through 12 and was readministered with the California Test of Mental Maturity the following spring semester. Findings were that (1) black students performed better after integration than before integration, and white and Indian students experienced no negative effects in achievement; (2) relative to student ability and pretest scores, black students had a significantly higher language and mathematics score; (3) there was no significant difference in how each ethnic group of teachers affected student performance; and (4) there was interaction between the race of the student and the race of the teacher which affected the students' academic achievement in language. Twenty-one tables, 17 figures, and 28 references are included. (Author/MJB)

ED 052 864 RC 005 454
Mobile Head Start Program for Migrant Children and Parents. Final Report and Strategies for Continuation Activities.
Southwest Educational Development Lab., Austin, Tex.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date 1 Nov 70
Note—74p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Strategies, Estimated Costs, *Material Development, *Migrant Child Education, *Mobile Educational Services, Parent Education, *Preschool Programs, Program Evaluation, Program Proposals, Staff Utilization
Identifiers—*Project Head Start, Texas

In the summer of 1969, the Southwest Educational Development Laboratory undertook the implementation of a Mobile Migrant Project to serve a designated group of preschool migrant children. The project was to consist of (1) a summer program in 1969 in at least 2 "in trek" locations, (2) integration in the 1969-70 school year with the McAllen Early Childhood Demonstration Center, and (3) a summer program in 1970 in mobile situations. Major purposes were to design instructional materials for use by migrant children, to collect and report information concerning the total migrant situation, and to propose strategies for amelioration of the educational handicap incident to migration, low economic standing, and cultural differences. This report summarizes the program activities and resultant findings throughout the 18-month period. Proposed strategies to provide educational continuity for migrant students are included, with cost estimates and priority rankings for implementation. (JH)

ED 052 865 RC 005 455
The Appalachia Preschool Education Program: A Home-Oriented Approach.
Appalachia Educational Lab., Charleston, W. Va.
Pub Date 1 Dec 70
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Culturally Disadvantaged, *Early Childhood Education, *Evaluation, *Home Instruction, Learning Activities, Mobile Classrooms, Objectives, Questionnaires, *Rural Education, Subprofessionals, *Televised Instruction
Identifiers—*Appalachia, West Virginia

The strategy for attaining the objectives of the Appalachia Preschool Education Program was the development of a child-centered, home-oriented program to be delivered by means of television broadcasts, home visitation, mobile classrooms, and other media. It involved building a curriculum based on behavioral objectives and preparing materials and methods particularly appropriate for 3-, 4-, and 5-year-olds living in rural Appalachia. A timetable was set up to carry the program through a 5-year period. The planning period was from October 1967 to August 1968; field-testing began in September 1968 and was completed in May 1971; and all final reporting is to be completed by May 1972. The Curriculum Materials Team set up natural groupings of objectives and from them developed units of work and an allocation of the time to be devoted to the units. All curriculum materials (e.g., tapes, children's worksheets, parent guides, mobile classroom guides) were produced by the Curriculum Materials Team. "Around the Bend," the television element, was a 30-minute broadcast aired 5 days a week from the end of September until mid-May. The home visitors were 8 women recruited from the area in which they worked. Their effort was directed toward helping the parent help the child. The mobile classroom was staffed by a professional preschool teacher and an aide. Ten locations were visited each week by the mobile classroom. The document provides a program description and a summary of results of the research carried on by the project. (LS)

ED 052 866 RC 005 457
Hines, Brainard W.
Analysis of Intelligence Scores.
Appalachia Educational Lab., Charleston, W. Va.
Report No—TR-2
Pub Date Feb 71
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Culturally Disadvantaged, *Early Childhood Education, *Evaluation, Home Instruction, *Intelligence Tests, Sex Differences, Statistical Analysis, Subprofessionals, Tables (Data), *Televised Instruction
Identifiers—*Appalachia, West Virginia

In September 1969, a random sample of 160 3- and 4-year-olds was selected from a larger group of individuals in 3 Early Childhood Education Program treatment groups (television only; television + home visitor; and television + home visitor + mobile classroom), along with a no-treatment comparison group, for the purpose of analyzing intelligence scores and congruence with program objectives. These children were tested in June and September 1970 by individuals trained by the Appalachia Educational Laboratory but not otherwise involved in the program. In this way, it was hoped that any examiner bias would be minimized and that which remained would be a constant factor throughout all treatment groups. Data from the 4 groups were analyzed by a 3-way analysis of variance (ANOVA) and an analysis of covariance (ANCOVA) procedure. The ANOVA procedure involved 4 treatment levels, 2 age levels, and 2 levels of sex; the ANCOVA used the "Peabody Picture Vocabulary Test" raw score and chronological age as covariates. The BMDX64 general linear hypothesis program for unbalanced design was used to run the ANOVA and ANCOVA for each variable. There was no need to test the homogeneity of variances since the program adjusts for any lack of homogeneity. In the document, graphs of significant interaction effects are presented for each subtest where such effects occurred, along with results of Scheffe post hoc comparisons. In the analysis of variance table for each subtest, the sum of squares column is replaced by a list of eta squared calculations. (LS)

ED 052 867 RC 005 466
Buckeye Union High School District. Report of Survey.
Arizona State Univ., Tempe. Bureau of Educational Research and Services.; Arizona State Univ., Tempe. Coll. of Education.
Pub Date Mar 65
Note—294p.
Available from—Arizona State University, Bureau of Educational Research and Services, College of Education, Tempe, Arizona 85281 ($5.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Administration, *Curriculum Evaluation, Educational Facilities, Educational Finance, Educational Programs, *Elementary Schools, *Program Evaluation, *Rural Education, *School Services
Identifiers—Arizona

Embracing 4 Arizona elementary school districts (Arlington, Buckeye, Liberty, and Palo Verde) visited by consultants for evaluative purposes, this report presents information about and recommendations for the elementary schools in the Buckeye Union High School District. Summaries on the educational programs (language arts, social studies, mathematics, science, art, music, physical education, health education, home economics, or industrial arts), library programs, audiovisual services, guidance services, pupil personnel, school plant facilities and equipment, special services, and finance and business management contain (1) an introductory statement of ideas concerning the teaching or operation of a given subject or program, (2) observations and commendations, and (3) conclusions and recommendations which provide suggested guidelines for educational improvement in each school. Provided are 36 tables, 10 figures, 10 supplements, and 15 bibliographies on various curriculum and service areas. (MJB)

ED 052 868 RC 005 468
Pinetop-Lakeside Schools. Report of Survey.
Arizona State Univ., Tempe. Bureau of Educational Research and Services.; Arizona State Univ., Tempe. Coll. of Education.
Pub Date Jun 63
Note—113p.
Available from—Bureau of Educational Research and Services, College of Education, Arizona State University, Tempe, Arizona 85281 ($2.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Community Surveys, *Curriculum Development, Educational Finance, Educational Programs, Elementary Education, *Rural Education, Rural Schools, School Personnel, *School Redistricting, School Services, *School Surveys, Secondary Education
Identifiers—Arizona

The narrative portion of this 1963 survey report describes the 2 communities (Pinetop and Lakeside, Arizona) involved in the school evaluation, the organization and administration of the school districts, the programs of education, the certificated and the classified personnel, the financial and business management of each district, and the plant facilities of the schools. Corresponding graphs, tables, and charts are interspersed throughout the report. The report also presents recommendations for the Pinetop-Lakeside schools in the foregoing areas. (JB)

ED 052 869 RC 005 469
Snowflake Union High School District No. 60: Second High School Feasibility Study. Report of Survey.
Arizona State Univ., Tempe. Bureau of Educational Research and Services.; Arizona State Univ., Tempe. Coll. of Education.
Pub Date Jan 70
Note—69p.
Available from—Bureau of Educational Research and Services, College of Education, Arizona State University, Tempe, Arizona 85281 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Indians, Community Development, Community Surveys, *Educational Finance, *Feasibility Studies, *High Schools, Population Trends, *Rural Schools, *School Expansion, Secondary Education, Student Enrollment
Identifiers—Arizona

The report of the feasibility study for construction of a second high school in the Snowflake Union High School District includes discussions of student population data, educational factors, high cost factors for school operations, the educational planning process, and second high school plant facility needs. Based on outcomes of the feasibility study, it is recommended to the Board of Education that a second high school be built, opening in September, 1973. Four problem areas--legal problems related to bonding, rising construction costs, high interest rates, and adequacy of enrollment--are also discussed, and recommendations relevant to each area are offered. (JB)

ED 052 870 88 RC 005 470
[Library Demonstration--Dial Access Retrieval System. Narrative Report.]
Mitchell Independent School District 45, S. Dak.
Spons Agency—Division of Plans and Supplementary Centers, BESE.
Pub Date 8 Jun 71
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, *Audiovisual Centers, Automation, *Curriculum Planning, Demonstration Projects, Educational Resources, *Information Retrieval, Inservice Education, Library Services, Library Technical Processes, *Rural Education, Secondary Education, *Study Facilities, Teaching Methods
Identifiers—South Dakota

Funds from Title III of the Elementary and Secondary Education Act of 1965 enabled the Mitchell (South Dakota) Junior High School to implement the Dial Access Retrieval System in January 1971. According to the report, the Dial Access Retrieval System is an educational tool which (1) utilizes electronic hardware, allowing a student/teacher to listen to programs on tapes; (2) provides a vehicle which allows the teacher to meet student needs through individualized instruction; and (3) provides enrichment and remedial assistance to the students. The evaluation section of the report covers students; teaching staff; specialists and consultants; facilities, equipment, and materials; usage; objectives and intended outcomes; unanticipated problems; and dissemination. The proposed-program-change section describes the justification of the system and certain amendments to the program. This section also presents a product and process evaluation chart as well as plans for data analysis. (JB)

ED 052 871 RC 005 471
Harkins, Arthur M., Comp. And Others
A Bibliography of Urban Indians in the United States.
Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.; Minnesota Univ., Minneapolis. Training Center for Community Programs.
Pub Date Jul 71
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *American Indians, *Bibliographies, Educational Programs, *Relocation, Socioeconomic Influences, *Urban Areas

More than 450 publications on the American Indian are cited in this bibliography. The majority of these were published since 1960, with exceptions dating back as far as 1915. Although the primary emphasis is on urban Indians, their relocation, problems of the rural-urban transition, and adjustment to the urban environment, publications are cited which could be useful to the study of rural Indians. The bibliography is intended to supplement 2 additional compilations published by the Training Center for Community Programs: "U.S. and Canadian Indian Periodicals" by John A. Price and "Modern Native Americans: A Selective Bibliography" by Arthur M. Harkins et al. (JH)

ED 052 872 RC 005 472
Woods, Richard G. Harkins, Arthur M.
An Examination of the 1968-1969 Urban Indian Hearings Held by the National Council on Indian Opportunity. Part III: Indian Self-Definitions.
Minnesota Univ., Minneapolis.
Pub Date Jun 71
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Cultural Traits, *Self Concept, *Self Evaluation, *Urban Areas

"An interesting and perhaps significant aspect of Indian testimony during the urban hearings of the National Council on Indian Opportunity was the way in which Indian witnesses characterized Indian people. While the hearings did not specifically probe this area, occasional comments made during the course of testimony indicated that some Indian witnesses had clear perceptions of what it means to be Indian." This report organizes the urban Indian concerns and characteristics evidenced during the hearings which had to do with Indian self-definitions. Much in the way of direct quotations from Indian witnesses is included. (JH)

ED 052 873 RC 005 473
Woods, Richard G. Harkins, Arthur M.
An Examination of the 1968-1969 Urban Indian Hearings Held by the National Council on Indian Opportunity. Part IV: The Indian Center.
Minnesota Univ., Minneapolis.
Pub Date Jul 71
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Cultural Centers, Employment Services, Facilities, *Financial Support, Information Centers, Recreational Activities, *Social Services, *Urban Areas

Throughout the 1968-1969 hearings of the National Council on Indian Opportunity (NCIO), interest was shown repeatedly in the development of Indian centers within urban areas. Existing Indian centers in the cities visited by the NCIO were marginally funded operations which nevertheless fulfilled important functions such as intake and referral; housing assistance; recreation and sports for children and youth; legal aid; employment assistance; and provision of a social gathering place, a mailing address for those without a permanent residence, and a site for the preservation of Indian culture. Quite positive feelings and aspirations about the functions of an urban Indian center were common among the Indian witnesses. Statements of plans and hopes for Indian centers sometimes contained references to hoped-for funding sources. Most often, it was expected that Government funds would have to be provided, and there were indications that the funding of urban Indian centers should be regarded as a responsibility of established Government agencies such as the Bureau of Indian Affairs. This report organizes the concerns and characteristics evidenced during the hearings which had to do with the Indian center. Much is included in the way of direct quotations from Indian witnesses. (JH)

ED 052 874 RC 005 475
Reno, Philip
Vocational Education Needs and Opportunities for Indians; A Review of the Navajo Situation and a Summary of Its Implications for Four Corners Regional Planning.
Four Corners Regional Commission, Farmington, N. Mex.
Pub Date Sep 69
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, Economic Development, *Educational Needs, *Educational Programs, Employment, Employment Opportunities, Job Training, Occupational Information, *Skill Development, *Vocational Education, Work Experience
Identifiers—*Navajos

Concerned with vocational training as a means of aiding the solution to the Navajo Indian problem of lacking both saleable skills and the opportunity to acquire these skills, this report presents (1) The Need for Skill Training and Vocational Education (Navajo Workers' Need for Training, Youth of the Navajo Labor Force, Navajo Lack of Schooling, Navajo Lack of Skilled Work Experience, Navajo Lack of Skill Training, The Economy's Need for Trained Workers, Job Opportunities in the Navajo Area, Trained Workers and Economic Development, and Training in Order to Increase Mobility; (2) Vocational Training and Education in the Navajo Area (Manpower Training Programs, Occupations for Which Training is Conducted, Training Content and Length of Training, Placement Record, and Institutional Provision for Vocational Education); and (3) Vocational Education Planning for Indians of the Four Corners Region. Recommendations are that vocational education planning for Indians be given top priority in regional planning and that vocational education be geared to local area and national job opportunities, adapted to Indian needs, and planned in coordination and cooperation with Indians in the area. Six tables are provided. (MJB)

ED 052 875 RC 005 476
Endres, Richard w.
A Year-round Camping and Outdoor Education Center for the Mentally Retarded in the Northern Locality of the United States.
Pub Date 68
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Evaluation Techniques, *Feasibility Studies, *Mentally Handicapped, *Methods, *Outdoor Education, *Program Development, Programs
Identifiers—Northern States

Establishing the feasibility of year-round camping and outdoor education programs for the mentally retarded within the northern United States (above the 40 degree parallel), this study examines the literature, the proposed program, and evaluation methodology. It is concluded that (1) outdoor education programs require the cooperation of both professional and voluntary national, state, and local agencies; (2) outdoor experiences are important components in the "growing up" process; (3) outdoor education programs provide one of the few areas in which it is still possible to gain firsthand information–a "learning by doing" process; (4) both informal and formal classes are necessary; (5) ample resource material is available; and (6) because of the informal method of conducting outdoor education classes, each student may progress at his own rate. Among the recommendations are that (1) programs utilize natural local facilities fully and maintain content relationships between formal and informal settings; (2) program innovation is essential; (3) traditional institutional atmospheres be removed; and (4) programs integrate the mentally retarded with other members of society living within the community. The document also provides a list of the states considered and their Federal, state, and local organizations and agencies actively involved in outdoor education, a list of residential camping programs for the mentally retarded (163), a list of resource materials, and an 18-item bibliography. (MJB)

ED 052 876 88 RC 005 477
Legant, Jean
Evaluation of Service Activities Undertaken by the Educational Service Center for the Period July 1, 1967 to December, 1968.
Educational Service Center, Albuquerque, N. Mex.
Spons Agency—Division of Plans and Supplementary Centers, BESE.
Pub Date [69]
Grant—OEG-4-6-00048-0302
Note—102p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Consultation Programs, Culturally Disadvantaged, Intermediate Administrative Units, Mobile Educational Services, *Program Evaluation, Pupil Personnel Services, Regional Cooperation, *Rural Schools, *Shared Services, *Supplementary Educational Centers, Testing Programs, Workshops
Identifiers—New Mexico

According to this 1967-68 evaluation report, the Educational Service Center (ESC)--funded under Title III of the Elementary and Secondary Education Act--provided on-demand services to 29 northern, central, and western New Mexico school districts. In the document, 9 tables show the distribution and variety of ESC assistance in the areas of diagnosis of learning disabilities, guidance and counseling programs, curriculum development, adult education and community development, school evaluation and research, data-processing operations, preparation of proposals, inservice teacher training, school scheduling, and building plans. In addition, objectives of the ESC and narrative evaluations of its work (drawn by an evaluation consultant from trip records, testing reports, and evaluations by 23 superintendents) are presented with project conclusions concerning rural New Mexico children and schools in order to provide a foundation for proposals made for ESC's future and the establishment of intermediate school units among the 29 districts. (A related document is ED 020 818.) (BO)

ED 052 877 RC 005 478
Equal Educational Opportunity: Hearings before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-First Congress, Second Session on Equal Educational Opportunity, Part 4--Mexican American Education.
Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.
Pub Date 71
Note—256p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Academically Handicapped, *Activism, *Bilingual Education, Community Involvement, *Educational Discrimination, Educational Opportunities, Federal Aid, *Mexican Americans, *Socioeconomic Influences, Teacher Selection, Testing

Hearings on Mexican American education, held for 4 days in August of 1970 before the Senate Select Committee on Equal Educational Opportunity, are recorded in this publication. Witnesses before the committee included Mexican American educators from California and Texas. Presentations by these witnesses emphasized such areas as language and culture, educational levels, bilingual education, integration, Federal funding, segregation, student militancy, social activism, home environment, public and political attitudes, school policies, school faculties, community control and involvement, the GI Bill, and educational tracking. "Spanish-Speaking Pupils Classified as Educable Mentally Retarded," a report from the California State Department of Education, is included in the publication. (A related document is ED 045 795.) (JB)

ED 052 878 RC 005 482
Paxton, S. Gabe, Jr.
A Study of the Composite Self-Concept of the Southwestern Indian Adolescent; An Inservice Action Research Project of Sherman Institute. Supplement Issues--429-S.
Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date 15 Feb 66
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adolescents, *American Indians, Boarding Schools, *Cultural Factors, *Research, Research Methodology, *Self Concept, Sex Differences, Social Development
Identifiers—Southwest

The purpose of this study was to investigate the self-concept of the southwestern Indian adolescent. Hypotheses tested were (1) that a selected sample of self-reference statements can be used to obtain a composite self-concept of the Indian adolescent; (2) that the composite self-concept of the Indian adolescent varies according to tribal groups; and (3) that a self-concept rating system can be obtained from the derived data. A Q-instrument containing 50 self-reference state-

ments was developed by the investigator, who administered the instrument to 411 Indian adolescents selected from Sherman Institute, Riverside, California; these students represented 5 southwestern tribal groups: 100 Navajos, 100 Pimas, 96 Papagos, 90 Apaches, and 25 Hopis. The investigator made an item analysis and accepted a group response if it comprised more than 67% or less than 34%. It was concluded that a composite self-concept of the Indian adolescent can be obtained using Q-technique methodology. While there were some self-concepts common to all 5 tribal groups, data indicated that there were also important and definite variations as to tribal perceptions of self and that a self-concept rating system can be obtained from the derived data and is desirable. (LS)

ED 052 879 RC 005 483

Data Comparisons of Regional and Small High Schools.

Massachusetts State Board of Education, Woburn. Div. of Research and Development.

Report No—RD-Bull-2

Pub Date Jan 68

Note—3p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Guidance Programs, Library Services, *Program Costs, *Regional Schools, *Secondary Schools, *Small Schools, *Student Teacher Ratio, Tables (Data), Teacher Background

Identifiers—Massachusetts

The problem was to compare regional high schools including grades 9 to 12, small high schools having the same grades, and other high schools having per-pupil cost comparable to regional high schools in terms of the following criteria: (a) per-pupil expenditures; (b) pupil-teacher ratios; (c) number of different preparations per teacher; (d) scope of course offerings in each major curricular field; (e) ages of teachers; (f) teacher salaries; (g) educational experience of teachers; (h) availability of library and guidance personnel; and (i) educational preparation (degree level) of teachers. Results indicated that per-pupil cost in regional high schools is approximately $100 more than the per-pupil expenditure in small high schools; average pupil-teacher ratios in the 3 types of high schools do not vary greatly; teachers in small high schools average more different teaching preparation than their counterparts in regional and nonregional high schools; course offerings are fewer in the small high school; ages of teachers in the 3 types of high schools are roughly comparable but the salaries are smaller in the small high school; teachers in regional and selected nonregional high schools have the highest level of educational attainment; and guidance counselors and librarians are less likely to be available to students in small high schools. (LS)

ED 052 880 RC 005 484

Knight, Margaret E.

The Nature of Teacher-Community Contact in Schools Serving Southwest Indian Children. American Indian Education Papers, No. 2.

Arizona Univ., Tuscon. Dept. of Anthropology.

Pub Date Mar 70

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*American Indians, Community Involvement, *Informal Organization, *Research, *School Community Relationship, Teacher Morale, *Teacher Participation

Identifiers—Southwest

Previous school-community research in American Indian communities has demonstrated that "isolation" or lack of communication between school staff and community parents has contributed to the failure of educating American Indian children. To validate this research in the Southwest, a diary indicating the out-of-school activities was requested from teachers interviewed during the 1968-69 school year as part of the National Study of American Indian Education. Each teacher was requested to anonymously account for his or her out-of-school activities over a 15-day period. Approximately 20% of the teachers returned a diary (20 diaries). Of a total of 439 recorded events outside of school time, 126 (or 29%) involved Indian people. Of this number, 74 (or 17%) were school-connected events and 52 (or 12%) were nonschool-connected. A "typical" school would show percentages of 24%, 17%, and 6% for the same categories. Remedies suggested in the report included a unified staff approach, recreational activities for both teachers and parents, and "T" grouping to improve teacher-community contact. (LS)

ED 052 881 RC 005 485

Participation in USDA Programs by Ethnic Groups.

Department of Agriculture, Washington, D.C.

Pub Date Jul 71

Note—96p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agricultural Personnel, American Indians, Anglo Americans, *Civil Rights, Equal Opportunities (Jobs), *Ethnic Groups, *Federal Programs, Negroes, *Program Evaluation, Spanish Americans

Identifiers—Oriental Americans

Prepared by the Civil Rights Program Evaluation Staff of the U.S. Department of Agriculture (USDA), this statistical report contains data supplied by 9 USDA agencies handling 23 USDA programs serving whites, Negroes, Spanish Americans, American Indians, and Oriental Americans in such areas as agricultural stabilization, employment, loans, and nutrition services. The purpose and procedures of this evaluation are specified and are followed by descriptions and data tabulations for each program (data were not available for 6 programs). Nine figures and 42 tables show 3 types of data: breakdown by ethnic group of program participation; evaluation of this breakdown in relation to the number per ethnic group eligible to participate; and percentage change in number per ethnic group participating over specified periods. A summary description is given of how eligible populations were determined. (BO)

ED 052 882 RC 005 490

Londergan, Susan And Others

Patterns of Drug Use Among Adolescents in a Rural Community and in a Suburban Community.

Pub Date 71

Note—41p.; Paper presented at 1971 Rural Sociological Society Meeting, Denver, Colorado

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Drug Abuse, *High Schools, Rural Schools, *Rural Youth, Secondary School Students, Student Attitudes, Suburban Schools, *Suburban Youth, *Surveys, Tables (Data)

Objectives were to determine prevalence of drug abuse in rural and suburban areas and to delineate some of the demographic and sociopsychological correlates of drug abuse. Data on adolescent drug abuse were collected in a survey, grades 7 through 12, in a rural and in a suburban school district of a small mid-Atlantic state (rural and suburban classifications according to the Bureau of Census). The 35-item questionnaire was used to obtain 5 basic types of information: prevalance of use of particular drugs, demography, attitudes, participation in social activities, and peer-group relationships. In general, findings showed that prevalence of drug use in rural areas is lower than in suburban areas; absence of the father may not be an underlying factor affecting drug use; there is an absence of association between drug use and such factors as race, religion, and sex; for sources of information, students will listen to those who have used drugs and those who are experts in the health-information field; participation or lack of participation in organizations does not appear to be strongly related to drug use in either the rural or suburban area; frequent drug use by friends increases predictability of drug use by 22.5% for rural and 38% for suburban students; and drug education programs, in order to have impact, must precede grade 10. (JB)

ED 052 883 RC 005 492

Sweet, James A.

The Employment of Rural Farm Wives.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Aug 71

Note—54p.; Paper presented at 1971 Annual Meeting of Rural Sociological Society, Denver, Colorado

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Anglo Americans, *Employment Opportunities, *Family Income, Negroes, Rural Family, *Rural Farm Residents, *Rural Urban Differences, Tables (Data), Womens Education, *Working Women

For the most part an analysis of data from the 1960 Census of Population and Housing, this paper compared the employment rates of married farm women with those of married nonfarm women, the employment rates of rural farm women in different kinds of geographic areas, and the effects of a variety of individual characteristics on the employment probability of rural farm wives. The analysis, in part, revealed that rural farm women were employed in large and growing proportions; variations in rural farm employment rates were quite similar to variations among urban women; women married to men with nonfarm jobs had higher employment rates than those in farm jobs; and there was a variation in the employment of wives of men in different kinds of farming activities. According to the analysis, further research should focus on such areas as (1) differential employment rates and patterns among different rural areas in relation to supply-and-demand factors, (2) high levels of fertility and fewer employment opportunities in rural areas, (3) employed women having jobs that are less than commensurate with their education, and (4) scarcity of professional and clerical employment opportunities in rural areas causing well-educated women to leave for the city. (JB)

ED 052 884 RC 005 494

Rogers, Dorothy

Personality Traits and Academic Achievement Among Mexican-American Students.

Pub Date Aug 71

Note—136p.; Doctor's dissertation submitted to University of Texas at Austin, Austin, Texas

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Acculturation, *Achievement Rating, Analysis of Variance, Cultural Factors, Demography, Doctoral Theses, Grade 8, *Individual Characteristics, *Junior High School Students, *Mexican Americans, Personality Assessment, Self Concept, Sex Differences, Socioeconomic Status

Identifiers—Texas

The purpose of the study was to gain empirical knowledge about the relationships between personality traits, level of acculturation, and achievement among Mexican American children as a base to determine appropriate strategies to improve school adjustment. Ninety Mexican American 8th-graders in San Antonio were assessed. Among the measurement tools used were the California Comprehensive Test of Basic Skills and Anderson and Evan's Language Usage in the Home Scale. The findings were that scores on the personality and achievement measures increased with acculturation; acculturation group differences on locus of control and achievement motivation were obscured by sex differences; an active coping style is related to high achievement in school for males more so than females; and acculturation and socioeconomic status, in combination, predicted significant amounts of variance in all achievement criteria and all personality criteria except achievement motivation. Results, in part, suggest that a future study include an achievement via conformance measure as a means of improving prediction of female achievement; that comparisons with Anglo groups would be strengthened by using an Anglo sample from the same schools as the Mexican American sample; and that a description of the reference group should be included with self-concept findings. Specific suggestions were made for developing internal control and achievement motivation. Measurement instruments are appended. (Author/JB)

ED 052 885 RC 005 495

Stoddard, Ellwyn R.

The Role of Social Factors in the Successful Adjustment of Mexican-American Families to Forced Housing Relocation: A Final Report of the Chamizal Relocation Research Project, El Paso, Texas.

El Paso Dept. of Planning Research and Development, Tex.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date 70

Note—76p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adjustment (to Environment), Community Change, Demography, *Economi-

cally Disadvantaged, Federal Legislation, *Housing, Immigrants, *Mexican Americans, Social Change, *Social Factors
Identifiers—Texas
Since 1,155 families living in the Chamizal area of El Paso were forced to relocate after the 1963 signing of the Chamizal Treaty, this report represents a 5-year post-relocation study of 80 of the Mexican American families. The report provides a description of the Chamizal residents, their attitudes and reactions to the relocation process, and major determinants of successful readjustment to mass housing dislocation. A background description of the Chamizal Treaty provisions and of the machinery created to implement them is also included, as well as recommendations for further housing relocation programs. Empirical data are contained in the 40 pages of appendices. (JB)

ED 052 886 24 RC 005 496
Valencia, Atilano A.
Research and Development Needs and Priorities for the Education of the Spanish-Speaking People.
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-6-2827
Pub Date Mar 71
Contract—OEC-7-9-410273-0116(010)
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Development, *Educational Needs, Federal Programs, *Mexican Americans, Research Coordinating Units, *Research Needs, Research Projects, *Research Utilization, *Spanish Speaking
After tracing the rationale, development, and activities of this project on problem areas in Mexican American education--from initial identification of 26 problem areas, to a review of 19 position papers, to the final delineation of 10 priority areas for research and/or development--this report presents for each of these top-priority areas recommendations for research, recommendations for development, and a proposed budget. In order of appearance, these 10 areas encompass Headstart, teacher behavior, reading programs, learning processes, testing instruments and methods, adult basic education, cultural marginality, self-image and stereotypes, sociolinguistics, and retardation procedures. Second-priority classifications are given to 9 additional areas for which recommendations for research and/or development are also given. The report concludes by illustrating the need for research and development projects for the Spanish-surnamed population and by recommending methods of expediting the proposals contained in the report. There are 2 appendices: a list, by author, of the 19 position papers written and reviewed in the course of the project and a sample copy of the questionnaire used to identify the initial 26 problem areas. (BO)

ED 052 887 RC 005 512
Books About Indians and Reference Material.
Idaho State Dept. of Education, Boise.
Pub Date 71
Note—177p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*American Indians, *Annotated Bibliographies, *Books, *Cultural Awareness, Library Materials, Publications, *Reference Materials
Over 1500 books published between 1911 and 1971 are cited, by publisher, in this bibliography of reference materials about the American Indian. In addition to the citations, many with annotations, are lists of bulletins, booklets, recordings, and agencies to contact for information and pamphlets. The purposes of the bibliography are (1) to provide information to help all Americans better understand and appreciate the heritage, customs, and culture of the American Indian, as well as the great cor tributions he has made to this nation, and (2) to encourage the purchase of more reference materials and books on this subject for school libraries and classrooms. This publication supersedes an earlier edition entered in the ERIC system as ED 030 531. (JH)

RE

ED 052 888 RE 003 609
Porter, Para
What to Teach in Reading: Practical Activities.
Pub Date 70
Note—56p.
Available from—Dr. Para Porter, 1616 South Ninth Street, Waco, Texas 76706 ($1.50)
Document Not Available from EDRS.
Descriptors—Beginning Reading, *Elementary Grades, Oral Reading, Reading Comprehension, *Reading Games, *Reading Instruction, Reading Readiness, *Reading Skills, Reading Speed, Recreational Reading, *Teaching Techniques, Vocabulary Development, Word Study Skills
This booklet is written for use in university and college courses on the teaching of reading in the elementary grades. It is also written to assist supervisors, teachers, teacher assistants, and student teachers in knowing what to teach in reading and in planning activities to help children learn to read to their maximum potential. Parents also can find in the booklet ways to provide assistance in aiding their children to acquire proficiency in reading. The first part of the booklet deals with general and specific aims of reading instruction, general reading skills, and word recognition skills. Part 2 lists activities in the following areas: (1) readiness, (2) beginning reading, (3) word recognition, (4) vocabulary development, (5) comprehension, (6) recreational and supplementary reading, (7) reading speed, and (8) oral reading. (VJ)

ED 052 889 RE 003 617
Hunt, Lyman C., Jr.
The Psychological and Pedagogical Bases for Individualized Reading.
Pub Date Apr 71
Note—8p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classroom Environment, Guidance Functions, *Individualized Programs, *Individualized Reading, Programed Instruction, *Sequential Learning, Silent Reading, Student Records
The two concepts of individualized instruction in reading, prescriptive individualized instruction (IPI) and the individualized reading program (IRP), differ in the nature of their structures. The IPI program involves a progressive sequence of learning tasks which are accomplished at an individual's own rate. The IRP involves exploration and individually determined direction and goals as well as individual rate. The success of an individualized reading program depends on the success of six steps in the program: (1) a classroom environment for productive reading, (2) silent or quiet reading time, (3) instructional guidance including noninterference, (4) book talks and conferences, (5) uninterrupted sustained silent reading practice, and (6) record keeping and evaluation. How each of these steps can be accomplished by the classroom teacher is discussed. (AL)

ED 052 890 RE 003 624
Manning, John C.
Continuing Professional Experiences in Reading.
Pub Date Apr 71
Note—8p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Beginning Reading, Culturally Disadvantaged, *Extension Education, Inner City, Inservice Programs, *Inservice Teacher Education, *Reading Instruction, Reading Programs, *Summer Programs
Extension courses and inservice training for reading teachers can increase their ability to teach reading. For maximum effectiveness extension courses should (1) emphasize the technical rather than the theoretical preparation of reading teachers, (2) combine lecture and discussion with classroom practice activities, (3) provide a variety of classroom reading materials, (4) consider effective instructional techniques, and (5) include visits by the instructor to the classrooms of his pupil-teachers. Two types of inservice training activities that have proved effective are presummer school experiences and major summer and school year programs. Several presummer school 5-day programs are being conducted in Minneapolis for teachers who will be teaching a prekindergarten summer school experience. These summer inservice efforts are characterized by demonstration teaching with the provision of relevant classroom instructional materials. The Minneapolis Combine Project is an example of a major inservice program. It is a comprehensive effort to resolve the reading problems of innercity children through the combined efforts of teachers, graduate and undergraduate students, and university personnel. Descriptions of these programs are available through the Gordon Instructional Materials Center, Minneapolis Public Schools and through the office of the author at the University of Minnesota. (VJ)

ED 052 891 RE 003 629
Vail, Edward O.
Formula Phonics.
Pub Date 69
Note—99p.
Available from—Integrative Learnin Systems, Inc., 326 West Chevy Chase Drive, Number 11, Glendale, Cal. 91204 ($5.25 plus tax where applicable)
Document Not Available from EDRS.
Descriptors—*Phonics, Phonology, Pronunciation Instruction, *Reading Instruction, *Reading Materials, Reading Processes, *Reading Programs, Remedial Reading, Textbooks, Video Tape Recordings, Word Recognition, Word Study Skills, Workbooks
This combination text-workbook is designed to provide the reader with the knowledge and skills necessary to teach problem readers how to read. Coupled with coordinated video tapes and student workbooks, the book can be used by teachers, parents, volunteers, tutors, and aides. Instructional material includes units on the reading process, learning theory, word attack skills, sound categories (stops, nasals, laterals, vowels, etc.), and pronunciation rules. Also included are several reading selections, a teacher's edition of the companion student workbook, and general instructions for using the workbook and the video tapes. The book may be used with students individually or in groups. The student workbook is abstracted as RE 003 630. (VJ)

ED 052 892 RE 003 630
Vail, Edward O.
Formula Phonics Reading Book.
Pub Date 69
Note—33p.
Available from—Integrative Learning Systems, Inc., 326 West Chevy Chase Drive, Number 11, Glendale, Cal. 91204 ($1.95 plus tax where applicable)
Document Not Available from EDRS.
Descriptors—*Phonics, Phonology, Pronunciation Instruction, *Reading Instruction, *Reading Materials, Reading Processes, *Reading Programs, Remedial Reading, Video Tape Recordings, Word Recognition, Word Study Skills, *Workbooks
This student workbook is designed to be used with accompanying video tapes for reading instruction with beginning and/or remedial readers of various ages. The series of exercises includes instructional units on word attack skills, sound categories (stops, nasals, laterals, vowels, etc.), and pronunciation rules. Also included are several readings with followup exercises. The workbook is designed to be used by students individually, although group activities may also be incorporated. The instructor's book to accompany this workbook is abstracted as RE 003 629. (VJ)

ED 052 893 RE 003 637
King, Luanne P.
The Relationship of Affective Changes to Cognitive Skills Development.
Pub Date Apr 71
Note—19p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Behavior, *Affective Objectives, *Cognitive Development, Cognitive Objectives, Comprehension Development, Conference Reports, *Educational Objectives, Individual Development, Knowledge Level, *Personal Adjustment

Schools have been paying too much attention to intellect alone, ignoring the total development of the student as a whole. Bloom's Taxonomy of Educational Objectives in the cognitive domain categorizes knowledge into knowledge of specifics, knowledge of ways and means of dealing with specifics, and knowledge of the universals and abstractions in a field. Intellectual ability and skills are categorized into comprehension, application, analysis, synthesis, and evaluation. A second taxonomy of educational objectives, by Krathwohl, Bloom, and Masia, relates to the affective domain and leads to an understanding of the whole learning self. It deals with interests, attitudes, values, appreciation, and adjustment. These are characterized as receiving, responding, valuing, organizing, and characterizing by a value or value complex. These educational objectives involve a greater inclusiveness and are related to both the cognitive and affective domain. It is time to create programs and educational settings which will help meet these objectives. We are beginning to see students as whole persons with a broad spectrum of needs, and we need to have more respect for their potentials. We want them to be independent learning persons who are intellectually competent, articulately communicative, emotionally free, idea seeking, idea creating, and honest in their relationships. References are included. (AW)

ED 052 894 RE 003 654

Woodward, LeRoy A.

The PTA Project "RISE."

Pub Date Apr 71

Note—4p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Beginning Reading, *Community Services, Community Support, *Early Childhood Education, *National Organizations, National Programs, *Parent Participation, Parent Responsibility, *Reading Readiness

The Reading Improvement Services Everywhere (RISE) project was launched by the National PTA so that PTA's throughout the nation could participate in the federally initiated Right-to-Read effort. It is felt that the parents are responsible to see that the child's learning motivation and readiness are well developed. Project RISE focuses on what can be done to assure reading readiness and early reading. The objectives include to contact the parents of preschool children, to encourage a personal library in the home, and to call for involvement of PTA and education agency teams in the development phase of the project. The local PTA's will learn what the schools are doing in the area of reading improvement, support the schools by disseminating information, and help all parents to understand the objectives to be accomplished. Able volunteers can offer help in the classroom, the library, and in promoting the program. (AW)

ED 052 895 RE 003 672

Piercy, Betty

Strategies for Developing Readiness for Independence in Word Recognition.

Pub Date Apr 71

Note—12p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Strategies, Language Skills, *Learning Readiness, Linguistics, Perceptual Development, Perceptual Motor Learning, Phonics, *Prereading Experience, Reading Comprehension, *Reading Readiness, Reading Skills, *Word Recognition

There are physical, social, emotional, mental, and language factors influencing the development of readiness for independence in word recognition. It is important to let the chld gain a variety of experiences prior to school entrance, such as the parents reading aloud to the child and allowing him to follow the lines with his eyes while listening. Much research has been done on modality preference of children, holding it true that some children can learn best by a certain method. If difficulties with learning to read occur, teachers should observe each child and appraise the different modalities involved in the instruction. Activities should be provided which provide training in sensory-motor skills, auditory perception and discrimination, visual perception and discrimination, language skills, and thinking abilities. Linguistics offers insight into the reading process and reading instruction, but it does not offer a method for teaching reading. Many researchers believe that it is necessary to change the point of focus if the new knowledge about language is to be utilized so that reading programs are designated to develop word sense and to build comprehension strategies. In other words, semantic, syntactic, and phonemic-graphemic cues should be taught to help the reader determine new words. Each skill toward the mastery of reading should be over-learned until the use of it becomes a habit. References are included. (AW)

ED 052 896 RE 003 694

Stewart, Elneita Wallace

A Reading Improvement Program for Student Teachers.

Pub Date Apr 71

Note—5p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Programs, Comprehension Development, *Developmental Reading, *Preservice Education, Reading Instruction, Reading Skills, *Remedial Reading Programs, *Student Teachers, Teacher Education, Vocabulary Development, Word Study Skills

A reading improvement program for student teachers was designed to help them to (1) understand the reading process, (2) secure fundamental reading skills, (3) read critically and comprehend aesthetic aspects of certain types of reading materials, (4) integrate and apply problem solving skills, and (5) understand the importance of vocabulary to thinking and understanding. Comprehensive diagnostic and post-instructional evaluation procedures were employed for the 27 students whose grade equivalent scores ranged from 7.0 to 14, with a mean of 9.89. Each student worked in competition with himself and kept his own records. In addition to graded reading materials, textbooks, and workbooks, students used newspapers and magazines such as Harper's, Saturday Review, the New York Times, and the Houston Post to improve their ability to understand opinion shaping, fact and opinion inference, and propaganda. Book talk sessions were also held to share opinions and ideas about books of common interest. Vocabulary encountered in these readings formed a basis for studying context clues, syllabication, and other word attack skills. Aesthetic appreciation of reading materials was encouraged through closed-circuit televised sessions of play readings. At the end of the year the mean gain in total reading achievement was 2.5 grade levels. References are included. (VJ)

ED 052 897 RE 003 697

Weule, Graham G.

Special Programmes of Teacher Education.

Pub Date Aug 70

Note—16p.; Paper presented at the International Reading Association Third World Congress on Reading, Sydney, Australia, Aug. 7-9, 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Elementary School Teachers, *Foreign Countries, *Inservice Programs, *Reading Diagnosis, Reading Instruction, *Remedial Reading, Teacher Education, Teacher Improvement

To assist the many children who are experiencing reading difficulties, the classroom teacher must become skilled in the diagnosis and treatment of reading problems. A review of reading research reveals that future classroom teachers will be called upon to regard the diagnosis and treatment of learning difficulties as a crucial part of their role as teachers. A study with approximately 150 primary-school teachers in Australia asked them to provide comprehensive information concerning their current practices in diagnosis and treatment of reading difficulties. It was concluded from analysis of the data that reading diagnosis and treatment was unsuccessful and inadequate. To correct this deficiency, extensive preservice and inservice training of teachers in diagnosis and treatment is needed. One effective inservice program sought to develop a strong commitment to the concept of improving instruction for retarded readers and to provide teachers with knowledge, skills, and understandings of a practical nature, plus a specific approach capable of adaption to individual classroom situations. Emphasis was given to practical experiences through the use of model lessons, mockup situations, and observation. However, further research is needed to assess the value of such programs in terms of problem readers and the conditions of the school. A bibliography is included. (VJ)

ED 052 898 RE 003 707

Rudolph, William B.

Measuring Reading Comprehensibility and Difficulty in Mathematical English Using Relative Sequential Constraint.

Pub Date Feb 71

Note—21p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Conference Reports, Information Theory, *Language Research, *Linguistics, Literature Reviews, *Mathematical Linguistics, *Mathematical Models, Models, Readability, *Reading Comprehension, Reading Research, Set Theory

Literature in the area of measurement of comprehensibility is reviewed as it relates to the utilization of mathematical models for English. A number of mathematical language models are presented and explained, and evidence of their usefulness is given where available. In nonmathematical research, studies concerned with measurement of letter redundancy and other textual constraints are considered as they relate to reading comprehension. Finally, relationships between redundancy and learning are discussed. It is suggested that studies be undertaken to further examine relationships between reading comprehension and mathematical English. References and a glossary are included. (MS)

ED 052 899 RE 003 715

Jones, John Paul

Learning Modalities--Should They Be Considered?

Pub Date Apr 71

Note—11p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Conference Reports, *Learning Characteristics, *Learning Modalities, *Literature Reviews, *Reading Processes, *Sensory Experience, Teaching Techniques, Testing Problems

The author summarizes and reviews seven research studies which seek to determine the role of individual modal preference as related to learning to read. The seven studies are by Bateman (1968); Robinson (1968); Jones (1970); Bruininks (1968); Cripe (1966); de Hirsh, Jansky, and Langford (1966); and Bursuk (1971). Of these studies, only Bursuk firmly supports the theory that the modal preference of an individual should be considered in teaching him to read. All seven studies concentrate on studying visual and auditory modalities. The author feels that it would be extremely difficult to find an approach for teaching which would eliminate almost entirely the role of either the visual or auditory mode. A second problem he mentions is the identification of modal preference--for this purpose a modal preference test considering both the conceptual and the perceptual aspects of learning should be developed. He concludes that more experimentation is needed to assure the testing of modal preference and its relationship to learning. References are included. (AW)

ED 052 900 RE 003 718

Burmeister, Lou E.

Training Secondary Reading Specialists.

Pub Date Apr 71

Note—15p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Objectives, *Reading Consultants, Reading Diagnosis, Reading Instruction, *Secondary School Teachers, *Specialists, Teacher Certification, Teacher Characteristics, *Teacher Education, Teacher Education Curriculum, Teacher Qualifications, Teaching Skills, Training Objectives

In an effort to clarify and elaborate on the International Reading Association's recommendations for professional preparation of secondary reading teachers and secondary reading consultants, competency objectives are presented in performance-based behavioral terms for secondary reading teachers and consultants. The objec-

tives are stated in an "open-looped" or "open-ended" fashion. Concluding each objective is a list of readings which might serve as partial source material to help accomplish that objective. Competencies for the secondary reading personnel are listed as subskills under the four broad areas of diagnosis, classroom management, instruction in the components of reading, and study skills and teaching techniques. A bibliography is included. (VJ)

ED 052 901 RE 003 728
Ringler, Lenore H. And Others
Modality Preference, Differentiated Presentation of Reading Tasks, and Word Recognition of First-Grade Children.
Pub Date Apr 71
Note—15p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Auditory Perception, Criterion Referenced Tests, *Grade 1, Kinesthetic Perception, *Learning Modalities, *Learning Processes, Perceptual Motor Learning, *Reading Research, Tactual Perception, Visual Perception, *Word Recognition

A vocabulary list of 50 words based on children's spoken language was divided into six groups. For each group specific materials incorporating different modality presentations (pictures, tapes, transparencies, and word cards providing tactile emphasis) were developed. The modality preferences of 128 first graders were identified by The New York University Modality Test. A criterion test was developed and the pretest was administered. The children were then randomly assigned within each modality to one of four experimental groups (visual, auditory, kinesthetic, and combined) and a control group. All received the regular program of first-grade instruction, but the experimental groups received approximately 7 1/2 hours of small group instruction using one of the four presentation methods. The post-test was given after the instruction. Analyses of the data indicated (1) that the four experimental groups differed significantly from the control group but not significantly from each other, (2) that there were no significant differences among the groups when the subjects were categorized by modality preference, and (3) that there was no significant difference between the like treatment-modality preference group and the unlike treatment-modality preference group. Tables and references are included. (AW)

ED 052 902 RE 003 733
Summers, Edward G. And Others
Research and Non-Research Sources in Secondary Reading.
Pub Date Apr 71
Note—82p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Content Reading, *Indexes (Locaters), Parent Role, Reading Development, Reading Diagnosis, *Reading Instruction, Reading Interests, *Reading Materials, Reading Material Selection, Reading Programs, Reading Research, Reading Skills, Remedial Reading, *Resource Guides, *Secondary Education

A total of 42 selected publications, dating from 1948 to 1970, are collated and organized under 15 broad categories in this guide to useful materials related to secondary reading. The materials include texts, books, yearbooks, monographs, bibliographies, and a comprehensive research index. The fifteen categories are (1) the nature of reading development, (2) the need for secondary reading programs, (3) developmental and sequential reading, (4) trends and practices in organization of secondary reading, (5) reading programs--kindergarten through college, (6) educational personnel and reading, (7) parents and reading improvement, (8) reading skills and how to teach them, (9) reading in content areas, (10) reading interests--personal development through reading, (11) materials--mass media--mechanical devices in reading, (12) measurement and evaluation in reading, (13) diagnosis and remediation of reading difficulties, (14) research in reading, and (15) reading reference materials. For each category, subheadings, chapters, and page numbers of relevant materials are listed. (AW)

ED 052 903 RE 003 735
Glass, Gerald G.
Decoding Only?--The Effectiveness of Two Programs (One Developmental, One Remedial) Designed Specifically to Teach Decoding Utilizing a Decoding-Only Strategy.
Pub Date Apr 71
Note—8p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Developmental Programs, Developmental Reading, *Elementary School Students, Habit Formation, *Perceptual Motor Learning, *Reading Programs, Remedial Reading Programs, Retarded Readers, Small Group Instruction, *Structural Analysis, Summer Programs, *Word Recognition

The author reports two federally funded programs designed to teach decoding utilizing a perceptual conditioning approach. Teachers in the projects worked with small groups or with individuals. The primary materials were word cards in the five decoding kits published by Easier-to-Learn materials. The cards were arranged in 125-word groupings according to the common letter clusters. In training sessions two or more cluster groupings were studied in terms of the visual and auditory structure of the whole word. Up to 20 words were utilized with the same letter cluster in eigher the initial, medial, or final position. The goal was to have the learner respond, by habit, to the word structure that contributes most to the sound of the whole word. The summer-school program, funded under Title I, had 56 remedial readers ranging mainly from third to fifth grades. The developmental 1-year program, funded under Title III, had 217 students ranging from first to fifth grades. Pretest and post-test scores on the word analysis section of the Durrell Analysis of Reading Difficulty indicated (1) that the average improvement for the 1-year program youngsters was approximately 2 years and (2) that the average gain of the summer-program students was slightly less than 1 year, with the boys' average gain approximately 4 months less than the girls'. The students were tested on the 220 Dolch Sight Words before and after the program, and an overall improvement of 35 percent was found. (AW)

ED 052 904 RE 003 736
Debrick, Mary Ann And Others
Guidelines for Reading Instruction in the Secondary Schools.
Eugene School District 4, Oreg.
Pub Date 68
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Content Reading, *Curriculum Guides, Educational Objectives, *Reading Consultants, Reading Instruction, Reading Materials, *Reading Programs, *Secondary Grades, Teacher Qualifications, *Teacher Responsibility

This guide was prepared to assist the reading specialist or coordinator in the secondary school. The general objectives and rationale of the secondary reading program are given, along with the International Reading Association minimum standards for professional training of reading specialists. The overall structure of the reading program as an integral part of all curriculum areas is outlined, including the responsibilities of the reading teacher-coordinator in regard to testing, communications, the reading lab, and reading instruction in the content areas. Thirty-seven reading objectives are listed under the general headings of study skills, comprehension skills, vocabulary skills, rate, creative reading, and remedial skills. Appended are (1) the International Reading Association Code of Ethics, (2) selected professional references, (3) an illustration of the reading lab room, (4) suggested methods and materials for student appraisal, (5) suggested materials for reading instruction, (6) readability formulas, (7) criteria for evaluating the reading program, and (8) a description of teaching packages. References are included.

ED 052 905 RE 003 740
Counelis, James Steve
First Grade Students in the Hunters Point-Bayview SEED Project: A Diagnostic Review.
San Francisco Univ., Calif.
Pub Date 15 Aug 70
Note—74p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Beginning Reading, Class Attendance, Class Size, Community Involvement, Data Analysis, *Disadvantaged Youth, Educational Improvement, *Grade 1, Negro Students, *Program Evaluation, *Reading Achievement, Sex Differences

A first-year report of the South East Education Development (SEED) project, an organization between the community-at-large and the schools in a disadvantaged section of San Francisco, California, is presented. The author first lists major findings about the primarily Negro first-grade students as a group and an introduction which refers to the nature of the competent pragmatic test and the empirical basis for this review. Then separate sections discuss pupil attendance patterns, teacher evaluation of reading, and achievement test results. In general, the students were found to be slightly below grade level but working at a satisfactory pace. Other findings were (1) that no significant differences between boys and girls were manifested in relation to age, attendance, and reading stanine scores; (2) that attendance and reading achievement were significantly related; (3) that class size and monthly reading achievement rates were not significantly related; and (4) that SEED-project first graders performed significantly better than first graders in the same schools the previous year. It was therefore concluded that SEED demonstrated its efficacy in promoting reading growth. Tables are included. (AW)

ED 052 906 RE 003 741
Gleason, Gerald T.
Lakeshore Curriculum Study Council Individualized Reading. A Three Year Study.
Wisconsin Univ., Milwaukee.
Pub Date May 70
Note—81p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Basic Reading, *Beginning Reading, *Individualized Reading, Longitudinal Studies, Oral Reading, Parent Attitudes, Primary Grades, *Reading Achievement, Reading Instruction, *Reading Research, Sequential Reading Programs, Social Adjustment, Student Attitudes

A 3-year study with 359 pupils compared individualized reading instruction with basal reading instruction. Twenty-eight first-grade classrooms were paired (individualized and basal), and teachers received prior instruction for working in the experiment. Pupils remained together in their various classes and treatment groups for the 3-year period, but their teachers changed yearly. Data collected included scores on the SRA Primary Mental Abilities Test, the Metropolitan Achievement Test Battery, sociograms, self-concept scales, personal interviews, parent questionnaires, and teacher log books. Results showed that (1) pupils in the individualized group scored significantly higher than did the basal group pupils on eight of 13 standardized achievement tests; (2) the basal group had a greater range of achievement scores than did the individualized group; (3) there were no significant differences between the groups in oral reading ability, in social adjustment, or in attitudes towards reading; (4) children in the individualized group read more than did basal group children in first grade, but this trend was reversed in third grade; and (5) parents of pupils in the individualized group had more positive attitudes toward their children's reading programs than did parents of basal group pupils. Tables and references are included. (VJ)

ED 052 907 RE 003 743
McGuire, Alice Brooks
The Minority Image in Books for Youth: Evolution and Evaluation.
Pub Date Apr 71
Note—13p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Childrens Books, *Cultural Images, *Ethnic Groups, Ethnic Relations, Ethnic Stereotypes, Historical Reviews, *Literature Reviews, Minority Groups

The image of minorities, particularly blacks, in children's literature has been evolving since World War II when authors' sensitivities to the unjust treatment of such groups were aroused. The implications of this evolution for the critic of children's literature today are important. Passing

through the "Age of Awareness" of the forties and fifties when "brotherhood" was the key word, through the "Age of Racism" of the sixties and seventies when ethnic identity achieves importance, into the "Age of Understanding" of the future when, hopefully, differentiation of minority groups will cease to mark a book as appropriate for one group only, we can now hopefully evaluate books for their literary quality rather than for the "messages" of their content and the ethnic qualities of their characters. By examining several outstanding books and their reviews from the past decades, we can trace the development of criteria for evaluation and can formulate criteria for judging books in the future. The key to such judgment is whether the book is considered good literature and whether it is appropriate and worthwhile for all children. Such evaluation and criticism of literature will help improve the overall quality of books for children in the future. References are included. (AL)

ED 052 908 RE 003 753

Smith, Richard J.

Preparing Specialized Reading Personnel for Central Office Positions.

Pub Date Apr 71

Note—9p.; Paper presented at the meeting of the International Reading Association, Atlantic City, J.N., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Personnel, Administrator Qualifications, Education Courses, *Field Experience Programs, Inservice Education, Practicums, *Preservice Education, *Professional Training, *Reading Consultants

Administrative reading personnel need a special program of course work and field experience to prepare them for their roles. Besides the basic developmental and remedial reading courses, the specialist trainee should also take courses in curriculum theory, statistical analysis and research design, dynamics of instructional groups, administrator behavior, and administration of the school reading program. After the specialist is on the job he should take those inservice courses that are necessary to meet the particular requirements of his job. In addition to course work, a variety of field experiences should be part of the training program. These experiences include a practicum with a "master" reading consultant and work in clinics, schools, and classrooms. These field experiences should give the trainee opportunities for active participation in both the decision-making and the implementation processes of program development. Short-term projects are beneficial if they allow the trainee to develop his own style of program development. The final benefit of field experiences should be the opportunity for the trainee to decide whether or not he is suited to fill a central office reading position. (VJ)

ED 052 909 RE 003 754

Robbins, Edward L.

A Measure of the Appropriateness of Data Collection Techniques for Classroom Decision-Making.

Pub Date Apr 71

Note—8p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Correlation, *Data Collection, *Decision Making, *Educational Objectives, Elementary School Curriculum, Evaluation Criteria, Evaluation Needs, Program Evaluation, Reading Comprehension, *Reading Instruction, *Reading Programs, Word Recognition

The relationship between the importance of the objectives of a public school reading program and the extent of data collection efforts pertaining to these objectives was examined. The purpose of the study was to determine if the information collected was sufficient for teachers to make a continuous evaluation of the program's ability to meet the objectives. An instrument containing 102 reading objectives, the Reading Objective Information Inventory (ROII), was administered to 24 elementary teachers in 11 schools. Sixty objectives in the ROII were delineated as "important", and the availability of information to measure the achievement of these 60 objectives was assessed. Results showed that (1) the relationship between the importance of the objectives and the overall availability of information to measure their achievement correlated .55; (2) in evaluating the effectiveness of data collection for each of the objectives, only nine objectives reflected a significant relationship between importance and data availability; (3) in comparing the differences in data collection effectiveness among three kinds of objectives (word recognition, comprehension, and work study skills), the proportion of comprehension objectives with a significant importance-availability relationship was significantly higher than for word recognition or work study skills objectives. (VJ)

ED 052 910 RE 003 757

Shore, Jack L.

Preservice Experiences and Teaching Responsibilities for Specialists in Reading.

Pub Date Apr 71

Note—5p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Evaluation Techniques, *Preservice Education, *Reading Consultants, Reading Instruction, *Specialists, Teacher Qualifications, *Teacher Responsibility, *Teaching Experience

An informal survey in 19 public elementary schools in Seattle, Washington, revealed what teachers and principals feel should be the basic preservice experiences and teaching responsibilities of reading specialists. It was summarized that reading specialists should be able to answer positively the following questions and their implied subquestions: (1) How well do they relate to people? (2) How well informed are they about how children learn? (3) How well do they understand the language that children bring to school? (4) How well can they teach the many tools of communication? (5) How well do they appraise children? (6) How well do they know and use many approaches to reading? (7) How well do they know how to develop independent reading? and (8) How well do they know what children are reading? The author saw little need for specialists to serve as clinicians in a clinical setting in an elementary school. Rather, it was felt that reading specialists should be able to operate with whatever space, materials, and equipment are available within the monetary limits of the system within which they work. And finally, he concludes that reading specialists should be willing to do anything short of immorality to teach children the tools that they need to get through our system as it is set up. (VJ)

ED 052 911 RE 003 759

Packman, Linda Arlene

Relationships Between Selected Oral Reading Errors and Levels of Reading Comprehension for Good, Average, and Poor Readers.

Pub Date 21 Apr 71

Note—18p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Correlation, *Error Patterns, Grade 4, *Oral Reading, Pronunciation, Punctuation, Reading Ability, *Reading Comprehension, *Reading Diagnosis, *Reading Research

Some oral reading errors were found to be more significant than others in evaluating a pupil's performance in reading at six comprehension levels. The percentage of seven kinds of errors (pronunciation, mispronunciation, omission, substitution, addition, repetition, and punctuation) was computed to the levels of reading comprehension for good, average, and poor readers. Thirty fourth-grade students were divided into these three groups based on their stanine scores on the Word Meaning and Paragraph Meaning subtests of the Stanford Achievement Test. Each subject was then administered individually oral readings and questions from the Standard Reading Inventory until six reading comprehension levels were obtained for each subject. Results showed (1) a significant difference among the means of the six comprehension levels with respect to eerors in pronunciation, mispronunciation, omission, substitution, and repetition; (2) significant differences among good, average, and poor readers with respect to errors in pronunciation, substitution, repetition, and omission; and (3) significant differences in the shape of the curves defined over the six comprehension levels for the three groups of readers with respect to errors in pronunciation and substitution. Tables and references are included. (VJ)

ED 052 912 RE 003 760

Balmuth, Miriam

Phoneme Blending and Silent Reading Achievement.

Pub Date Apr 71

Note—10p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Elementary School Students, Phonemes, *Pronunciation, Reading Achievement, Reading Instruction, *Reading Research, Reading Tests, *Silent Reading, Test Reliability, *Word Recognition

The relationship between the ability of elementary pupils to blend phonemes in nonsense syllables and their silent reading achievement was examined. An original test designed to measure phoneme blending of nonsense syllables was administered to 252 boys and girls randomly selected from grades 1 through 6 and from a wide ethnic and socioeconomic range of New York City schools. The odd-even technique established the reliability of the instrument at a coefficient of .88. Results showed (1) a .66 relationship between phoneme blending and silent reading achievement for 105 boys in grades 2 through 6; (2) a .56 relationship between blending and achievement for 105 girls in grades 2 through 6; (3) a highly significant relationship between phoneme blendings and age, and between phoneme blending and ethnic origin for the total sample of 252; and (4) a nonsignificant relationship between phonemes blending and sex. Implications of the study and suggestions for further research are also included. (VJ)

ED 052 913 RE 003 762

Daines, Delva

Developing Reading Study Skills in the Content Areas.

Pub Date Apr 71

Note—12p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Content Reading, *Junior High School Students, Locational Skills (Social Studies), Reading Instruction, *Reading Skills, Reading Speed, *Study Skills

Junior-high-school students need instruction in utilizing the various reading study skills as a means of better understanding content and of becoming more independent learners of subject matter. Teachers in the content areas, by using texts and subject-related materials, are in the best position to teach these skills. Although each subject has its own study skills, there are six basic study skills that are most generally useful. First, instruction in ways of locating and using sources of information should be given. Second, students should learn flexibility in reading by developing the skills of skimming and scanning. A third important study skill is the ability to select and evaluate ideas, which consists largely of identifying significant ideas and relevant details. Related to this skill is the ability to organize ideas by determining relationships among them. Outlining, notetaking, and summarizing are helpful ways of organizing ideas. A fifth skill that is of benefit to junior-high students is the ability to follow directions, beginning with very simple procedures and progressing to the complex. Finally, skill in using graphic and tabular aids can help in synthesizing facts and details into usable patterns. References are included. (VJ)

ED 052 914 24 RE 003 765

Auerbach, Irma-Theresa

An Analysis of Reading Comprehension Tests. Final Report.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-A-074

Pub Date Jun 71

Grant—OEG-1-71-0001

Note—214p.; Doctoral Dissertation

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Achievement Tests, Doctoral Theses, Item Analysis, Measurement, Measurement Instruments, *Readability, *Reading Comprehension, *Reading Research, Reading Skills, *Reading Tests, Test Construction, *Test Validity

An investigation of reading comprehension tests was undertaken in this doctoral dissertation study to find out what the tests evaluate. The history of standardized reading tests and of efforts to define comprehension was traced. Standardized tests from three batteries (California Achievement Test, Gates-MacGinitie Reading Test, and Stanford Achievement Test) were analyzed at three grade levels (1 to 2, 4 to 6, 9 to 14). The first analysis, for readability, used the Dale-Chall and the Spache formulae, and the second analysis, for difficulty of test items, used specially designed rating scales. Tests differed on all readability counts and scores increased with higher grade levels, although not always at the same rates either across tests or within them. Test items tended to use different types of questions for similar kinds of materials. Questions fell generally into paraphrase and concept types. Frequency data were calculated for each of the readability and difficulty measures, and correlation coefficients were calculated for several characteristics of individual tests. While differences were found among the tests, they appeared to be testing abilities similar to those evaluated by intelligence and achievement tests. A model for constructing new and better defined reading comprehension tests, a bibliography, and tables are included. (MS)

ED 052 915 24 RE 003 767
Eckwall, Eldon E. *English, Judy K.*
Use of the Polygraph to Determine Elementary School Students' Frustration Reading Level. Final Report.
Texas Univ., El Paso.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-O-G-078
Pub Date 29 May 71
Contract—OEC-6-71-0216(509)
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Anglo Americans, *Elementary School Students, Intelligence, Learning Characteristics, Learning Difficulties, Mexican Americans, Minority Group Children, Negro Students, *Polygraphs, Psychological Characteristics, *Reading Research

Using a polygraph to determine the reading frustration level of 62 third-, fourth-, and fifth-grade students, the researchers examined several factors related to reading frustration on informal reading inventories. Two primary concerns of the study were (1) to determine whether factors of intelligence, age, sex, ethnic background, reading level, or personality type influenced the point at which the reading frustration level is reached and (2) to validate and stabilize the criteria for scoring informal reading inventories. Subjects were students in El Paso, Texas, schools, including one-third Anglo-American, one-third Mexican-American, and one-third Negro-American. Each child was tested on the Spache Diagnostic Reading Scales, an intelligence test, and two psychological tests. Among the findings were (1) that age, sex, and ethnic background did not significantly affect frustration level; (2) that reading level, intelligence, emotional control, cognitive style, and perceptual acuity did affect the frustration level; and (3) that not counting repetitions as errors resulted in a significantly different frustration level than the accepted 10 percent error, 90 percent correct. Recommendations for further research and applications of this study are made. Tables and a glossary are included. (AML)

ED 052 916 RE 003 781
Craig, E. L., Comp.
The Right to Read.
Indiana Univ., Bloomington.
Pub Date 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, Inner City, Literacy, *Reading Difficulty, *Remedial Reading, *Socially Disadvantaged, *Underachievers

This citation bibliography aims to present enough of the literature to give the user a general view of the work on underachievement in reading. The emphasis is generally on the socially handicapped, and much of the material deals with inner-city problems. The bibliography is divided into three parts: general books on the education of the socially disadvantaged, remedial teaching in reading, and periodical articles. All materials included are available from the Indiana University Library, and Library of Congress call numbers are given to facilitate searching. The 200 entries include books, conference proceedings, handbooks, workbooks, speech excerpts, teacher's guides, theses, and journal articles. (AW)

ED 052 917 RE 003 782
Nacke, Phil L.
Skimming Strategy in Reading Science and Social Science as a Function of Familiarity with Content.
Pub Date 22 Apr 71
Note—14p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Gains, *Content Reading, Experience, Grade 11, Prereading Experience, *Pretesting, Reading Comprehension, Reading Readiness, *Reading Research, *Reading Skills, *Speed Reading

One-hundred and eight eleventh graders were assigned to three treatment groups: skimming/pretest, skimming/no-pretest, and no-skimming/pretest. Then the pretest groups responded to items in the pretest, while the no-pretest group responded to items unrelated to the stimulus passages. Four weeks later, the skimming groups were asked to skim the two passages (one science and one social science) under controlled time limits. All subjects then immediately took the post-test. No significant main effect differences were noted for social science after adjustment for differences. For the science passage, the raw scores and gain scores differences between the skimming/pretest and the no-skimming groups were both significant. The raw score difference between the skimming/pretest and the skimming/no-pretest groups was also significant. When pretest scores were used as a covariate in analyzing the post-test raw scores, a significant main effect due to the amount of background information was found. It was concluded that skimming was effective only when there was cueing via exposure to the pretest. Since the subjects did not skim the social science passage effectively, the author believed that skimming strategy might be used appropriately for some types of material, but not for others without special instruction. Tables and references are included. (AW)

ED 052 918 RE 003 814
Title I [Remedial Reading Program] Evaluation, 1969-70.
School City of Mishawaka, Ind.
Pub Date 71
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Case Studies, *Educationally Disadvantaged, Elementary Grades, Emotionally Disturbed Children, Individualized Reading, *Institutionalized (Persons), Perceptual Motor Coordination, *Preschool Education, *Program Evaluation, Reading Difficulty, Reading Improvement, Remedial Instruction, *Remedial Reading Programs, Retarded Children

An evaluation of the 1969-70 ESEA/Title I programs in the Mishawaka, Indiana school system is presented. Three separate programs are described. (1) A remedial reading program was designed to begin at a level on which the child could read easily and subsequently progress to higher levels. This program involved 391 students in grades 2 through 6. Gates-MacGinitie Reading Test scores showed that the children made considerable gains in reading. (2) A preschool adjustment program consisted of a well-balanced series of educational activities geared to the normal growth and needs of 134 4- to 5-year-old children. A program evaluation, based on comparative observations by kindergarten teachers and principals of the schools, showed that participants in the preschool program were socially and academically superior to nonparticipants in their schools. (3) A varied remedial instruction program for institutionalized children included raising the academic level of the institutionalized child as well as encouraging the adjustment of the emotionally disturbed child within a regular school system. An evaluation, based on individual case studies, showed that the 19 children made a great deal of academic and personal progress. The Gates-MacGinitie test results and various distribution charts are included. (AI)

ED 052 919 RE 003 815
Kies, Daniel A.
Curriculum Changes in the Preparation of Reading Teachers. Final Report.
Wisconsin State Univ., Whitewater.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2728-27
Pub Date Jul 70
Grant—OEG-3-6-062728-2129
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Beginning Reading, Elementary School Teachers, Followup Studies, Language Arts, *Preservice Education, Questionnaires, *Reading Instruction, Reading Programs, Reading Research, Student Teaching, *Surveys, *Teacher Education, *Teacher Education Curriculum, Teachers Colleges

A summary of the findings of a survey which studied changes in the preparation of reading teachers as a result of the recommendations made in Austin's "The Torchlighters" is presented. The Austin questionnaire was used with added items to assess new areas of interest. Data from the final sample of 365 institutions were analyzed using chi square and Spearman rank-order correlation. It was found (1) that universities offer reading courses separate from other language arts, (2) that more time is allotted to reading than previously, (3) that more secondary reading courses are offered now, (4) that ideas regarding initial reading instruction have changed in the direction of the Austin recommendations, and (5) that student teaching experience is more often done without concurrent course work and requires some tutoring experience more often than was done at the time of the earlier study. Recommendations are made on the basis of the survey results. More complete information will be available in a forthcoming final report. (MS)

ED 052 920 RE 003 817
Underwood, M. Hope
Environmental Factors that Influence Achievement in a Reading Improvement Program.
Wisconsin State Univ., Whitewater.
Bureau No—BR-6-2728-47
Pub Date Nov 69
Grant—OEG-3-6-062728-2129
Note—56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Patterns, Diagnostic Tests, *Environmental Influences, *Measurement Instruments, Parent Attitudes, *Reading Difficulty, *Reading Research, Self Concept, *Self Concept Tests, Teacher Education Curriculum

Environmental factors which influence reading performance of disabled readers are explored. The author first surveyed related literature and selected the following significant environmental factors: self-esteem, parental attitudes and behavior, and overt classroom behavior of children, ages 7 to 12. The Parent Attitude Research Instrument, Parent Interview Form, Self-Esteem Inventory, Soares and Soares Self-Concept Instruments, and Children's Behavior Questionnaire were then selected to measure each of these factors. The instruments were assessed, and it was found that they could be used within a reading improvement program to add to a diagnostic battery of tests to give evidence on environmental factors in influencing reading. The last part of the report deals with how these instruments could be used in a reading improvement program and how the use would change the present masters of science program in education-reading at Whitewater State University. A bibliography and appendixes of test forms are included. (AW)

SE

ED 052 921 SE 009 206
Holden, Alan
Bonds Between Atoms.
Bell Telephone Labs., Inc., Murray Hill, N.J.
Pub Date 66
Note—82p.
Available from—Bell Telephone Laboratories, Murray Hill, N. J.
EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Chemical Bonding, *Chemistry, College Science, *Instructional Materials, *Physics, Resource Materials, Textbooks

The field of inquiry into how atoms are bonded together to form molecules and solids crosses the borderlines between physics and chemistry encompassing methods characteristic of both sciences. At one extreme, the inquiry is pursued with care and rigor into the simplest cases; at the other extreme, suggestions derived from the more careful inquiry are pushed to provide qualitative insights into the complexities of chemical behavior. This monograph provides an introduction to both points of view and to the relationship between them. Primary emphasis is on the physical nature of the simplest chemical bonds, though it examines a few molecules that are more complicated to point out the wide qualitative relevance of the more rigorous approach. Extensive use of simplified models is made. (Author/RH)

ED 052 922 SE 010 180

Brayer, Herbert O. And Others

A Comparative Analysis of Drug Use and Its Relationship to Certain Attitudes, Values, and Cognitive Knowledge on Drugs Between Eighth and Eleventh Grade Students in the Coronado Unified School District.

Coronado Unified School District, Calif.

Pub Date Jun 70

Note—110p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Cognitive Measurement, *Comparative Analysis, *Drug Addiction, Educational Research, Grade 8, Grade 11, Health Education, Statistical Data, *Values

The purpose of this study was to measure the nature and extent of the drug abuse involvement, knowledge, and atitudes of eighth and eleventh grade students in the Coronado Unified School District, Coronado, California. Included is a detailed comparison and evaluation of drug utilization rates; the determination of certain value orientations; and determination of the amount of cognitive data known, and attitudes about drugs and drug-related information by the students; and an analysis of the relationships to one another of certain of these measured factors. Design of the study allowed for 116 eighth grade and 124 eleventh grade students to voluntarily answer a 109 item questionnaire. Analysis of results indicated that student users in both eighth and eleventh grades know less than non-users about drugs or drug-related information. Second, the cognitive knowledge of junior high and high school students did not differ significantly. For value orientation, there was a significant difference between student users and non-users in both eighth and eleventh grade. Appendix I enumerates questions, instructions, and frequency of responses for all students, users, and non-users. Appendix II presents the entire questionnaire with a percentage response to each question by each of the three groups at the two grade levels. (BL)

ED 052 923 SE 010 184

Snyder, William R. Kellogg, Theodore M.

Preliminary Analysis of Teacher Factors with ISCS Student Achievement.

Florida State Univ., Tallahassee. Dept. of Science Education.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No—TR-4

Pub Date 31 Aug 70

Contract—OEC-2-6-061762-1745

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *Effective Teaching, Evaluation, Science Education, *Secondary School Science, *Teacher Characteristics, *Teacher Evaluation

Identifiers—Intermediate Science Curriculum Study

This research consists of an examination of the relationship of teacher characteristics to student achievement during the field testing of experimental Intermediate Science Curriculum Study (ISCS) materials. Two approaches were used in determining the characteristics of effective ISCS teachers. In the first approach the variables commonly considered as affecting student achievement were examined and analyzed to determine their relationship to student achievement on ISCS tests. The second approach involved comparing the characteristics of the group of ISCS teachers classified as being most effective with the group classified as least effective. Results indicate that effective ISCS teaching was not related to the grade level taught, to the number of science hours studied by the teacher, to the number of physical science hours studied, or to the highest degree earned. There seemed to be a close relation between teaching performance and the extent of experience with the ISCS program. Observational data indicate that teachers who let students self-pace were likely to be more successful than teachers who did not. (PR)

ED 052 924 SE 010 185

Vivian, V. Eugene

An Evaluation Scheme for Elementary Science.

Glassboro State Coll., N.J.

Pub Date [71]

Note—9p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Check Lists, Elementary School Science, *Evaluation, Scientific Enterprise, Scientific Methodology

Identifiers—Science Curriculum Improvement Study

Checklists for use in evaluating the progress of students in the primary and middle grades of elementary school in terms of their understanding of the methods of science and some aspects of scientific literacy are presented. The checklists are based on the objectives of the Science Curriculum Improvement Study, and deliberately ignore subject matter knowledge. The checklists are of two types: one, in report card format, lists behaviors which can be used as evidence that can serve as "observable indices that selected goals" are being achieved; the other lists a smaller number of key behaviors on a tally sheet designed to report progress of an entire class. A brief account of the development of the checklists is included. (AL)

ED 052 925 SE 010 201

Brainard, Robert W., Ed.

Science Policy Bulletin, Volume 3 Number 3 and Number 4.

Battelle Memorial Inst., Columbus, Ohio.

Pub Date Aug 70

Note—95p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, Bibliographies, Educational Policy, Environment, International Programs, *Literature Reviews, *Policy, Resource Materials, Science Programs, *Sciences

This bulletin is a bimonthly publication which reports the current national and international literature in the area of science and public policy. It is intended for individuals and organizations engaged in studying, formulating, or implementing public policy relating to science and its applications. The literature reported includes books, reports and periodical articles. The focus of the literature reported is on matters of broad public policy; literature of a highly technical and narrowly specialized nature is not included. The information presented consists principally of precis that briefly summarize the content of the cited literature. The precis are presented under one of a number of topical categories including (1) General, (2) Science, Domestic Problems and National Goals, (3) Needs and Allocation of Resources for Science, (4) National R & D Programs, (5) Science, Education, and the University, (6) Science, Management, and Policy-Making Bodies, (7) Science, Foreign Affairs and National Defense, and (8) International Science Policy. (PR)

ED 052 926 SE 010 417

Annual Self Inventory for Science Teachers in Secondary Schools.

National Science Teachers Association, Washington, D.C.

Pub Date Jul 70

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Evaluation, *Evaluation Criteria, Evaluation Techniques, National Surveys, *Science Teachers, *Self Evaluation, *Standards, *Teacher Evaluation

The Annual Self-Inventory for Science Teachers (ASIST) is intended to help junior and senior high school science teachers to systematically judge the extent to which they meet reasonable professional standards and to suggest what they might do to improve areas of identified weakness. The standards have been determined by the Commission on Professional Standards and Practices of the National Science Teachers Association. The Commission believes that the professional science teacher: is well educated in science and the liberal arts, possesses a functional philosophy of education and the technical skills of teaching, continues to grow in knowledge and skill throughout his career, insists on a sound educational environment in which to work, maintains his professional status, contributes to the improvement of science teaching, and takes a vital interest in the quality of future science teachers. (PR)

ED 052 927 SE 010 439

Ellis, Susanne D. And Others

Physics Manpower 1969, Education and Employment Statistics.

American Inst. of Physics, New York, N.Y.

Pub Date Aug 69

Note—95p.

Available from—American Institute of Physics, 335 East 45th Street, New York, New York 10017 ($5.00)

Document Not Available from EDRS.

Descriptors—Instruction, National Surveys, Occupational Surveys, *Physics, Physics Teachers, *Science Education, *Scientists, *Surveys

Reported is a survey of interest in physics as a field of higher education, kinds of physics being studied, where physics courses are offered, and what physics degree-holders do and want to do. This comprehensive survey is one of a series, with earlier editions appearing in 1962, 1964, and 1966. Most of the information was obtained from members of the American Institute of Physics. Much material in the employment section was drawn from the data bank of the National Register of Scientific and Technical Personnel. Charts and graphs provide information in such areas as: physics education for high school students, undergraduates, graduate students, and foreign students; faculty, salaries, and distribution of physics-degree granting institutions; and employment and professional characteristics of physicists. (RS)

ED 052 928 SE 010 495

Barton, Frank

Archives of Environmental Health, Volume 18 Number 4. Ninth AMA Air Pollution Medical Research Conference, Denver, July 22-24, 1968.

American Medical Association, Chicago, Ill.

Pub Date Apr 69

Note—272p.

Available from—Walter J. Johnson, Inc., 111 Fifth Avenue, New York, New York 10003

Document Not Available from EDRS.

Descriptors—Air Pollution Control, Biological Influences, *Ecological Factors, Environmental Influences, Health, *Medical Research, *Pollution, *Relationship

Papers read before the Ninth American Medical Association (AMA) Air Pollution Medical Research Conference, Denver, Colorado, July 22-24, 1968, are presented in this document. Topics deal with the relationship and effects of atmospheric pollution to respiratory diseases, epidemiology, human physiological reactions, urban morbidity, health of school children, mortality, illness, stomach cancer, bronchitis, emphysema, and damage caused by chemical substances. Graphs, charts, and/or tables illustrate all of the 37 papers. (BL)

ED 052 929 SE 010 597

Brannigan, Francis L.

Living with Radiation. The Problems of the Nuclear Age for the Layman.

Atomic Energy Commission, Washington, D.C.

Pub Date 70

Note—71p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($0.70)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Nuclear Physics, Physics, *Radiation, *Radiation Effects, *Resource Materials, Textbooks

The text takes a practical approach to the understanding of industrial radiation hazards. It is intended for the layman who requires a basic understanding of the relationship of radiation

problems to his own field. Discussion includes such topics as: uses which benefit mankind; radiation energy versus fission energy; effects of excessive radiation exposure; external versus internal radiation problems; air sampling techniques; containment procedures; contamination and containment procedures; decontamination techniques; radioactive decay; atomic fission process and control; transmutation; and atomic fission criticality hazards and control. Appendices include definitions for 101 atomic terms and tables of commonly used radioisotopes. (JG)

ED 052 930 SE 010 598
Conditions for Good Science Teaching in Secondary Schools.
National Science Teachers Association, Washington, D.C.
Pub Date 70
Note—19p.
Available from—National Science Teachers Association, 1201 16th Street, N.W., Washington, D.C. 20036 ($1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Criteria, Effective Teaching, Facilities, Facility Guidelines, *Instruction, *Science Facilities, *Secondary School Science, *Standards, Teachers
This bulletin sets forth the 65 recommendations of the Commission on Professional Standards and Practices of the National Science Teachers Association "on the kinds and quality of facilities needed for good science learning and teaching, on the conditions of instruction necessary to promote good teaching, and on the provisions that a school should make for the continuous professional growth of its science staff." Recommendations for science facilities include those related to rooms, learning materials, programs, and teachers. In considering the "conditions of instruction" recommendations are made concerning teaching assignments, working space, services for the teacher, and the budget. Within the area of professional growth, recommendations are made about the professional library, learning opportunities, and recognition and incentive. (PR)

ED 052 931 SE 010 602
Kaprielyan, S. Peter
Aerospace Management, Volume 5 Number 1.
General Electric Co., Philadelphia, Pa.
Pub Date 70
Note—130p.
Available from—General Electric Company, Valley Forge Space Technology Center, P. O. Box 8555, Philadelphia, Pennsylvania (copy or subscription free)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administration, *Aerospace Industry, *Aerospace Technology, Management, Physical Sciences, Technology
Presented are articles and reports dealing with aspects of the aerospace programs of the National Aeronautics and Space Administration (NASA). Of major concern are the technological and managerial challenges within the space station and space shuttle programs. Other reports are given on: (1) medical experiments, (2) satellites, (3) international cooperation, (4) tracking and data acquisition, (5) managerial objectives, (6) program economics, (7) manpower resources, (8) interagency cooperation, (9) commercial applications, and (10) patents and licensing. (RS)

ED 052 932 SE 010 604
O'Connor, Rod And Others
Topics-Aids Instructional Resources for General Chemistry.
Advisory Council on Coll. Chemistry.
Report No—Serial-Pub-48
Pub Date Aug 70
Note—81p.
Available from—Dr. Rod O'Connor, Department of Chemistry, University of Arizona, Tucson, Arizona 85721 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, *Chemistry, Classroom Design, *College Science, Films, General Education, *Instructional Materials, *Resource Guides, Teaching Guides, Transparencies
This resource guide is designed for teachers of introductory college chemistry classes. The topics chosen represent those areas most frequently studied. For each of the 33 topics, the following are included: content errors which have appeared in textbooks, references (primarily paperback), films, teaching aids, selected lecture demonstrations, and black-on-white transparency masters. A comprehensive checklist of minimum design standards for chemistry classrooms is included. (RS)

ED 052 933 SE 010 614
Inman, Guy M.
Research and Development for Safeguards.
Atomic Energy Commission, Washington, D.C.
Pub Date Dec 68
Note—272p.; Prepared by the Office of Safeguards and Materials Management
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.25)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Nuclear Physics, Physics, Radiation Effects, *Research, Research and Development Centers, *Safety, *Scientific Research
This report summarizes the results of unclassified research and development contracts in the field of peaceful use safeguards regarding the use of nuclear material. These summaries indicate there is really no sharp line of demarcation between research for safeguards and research for many other purposes. It includes areas of research effort and expenditures since the formal beginning of research for safeguards in 1955. The reports have been grouped according to the following subjects: analytical methods; calculation of heavy isotope content of reactor fuel; fuel element analysis; gamma spectrometers; inspection procedures; inventory control; mathematical models for fuel cycle analysis; plant protective and monitoring systems and devices; process instrumentation; reactivity measurements; and sampling. (Author/JG)

ED 052 934 SE 010 619
Victor, Edward Lerner, Marjorie S.
Readings in Science Education for the Elementary School, Second Edition.
Pub Date 71
Note—527p.
Available from—Macmillan Company, 866 Third Avenue, New York, New York 10022
Document Not Available from EDRS.
Descriptors—*Curriculum Development, *Elementary School Science, Instructional Materials, Learning, Program Descriptions, *Science Education, *Teacher Education, Teaching Procedures
The book of selected readings was designed to include articles which give a clear picture of elementary science today and to familiarize pre-service teachers with professional journals in education and the teaching of science. It updates an earlier edition published in 1967. The book is organized into eight sections: the role of science in the elementary school; organizing and planning for teaching elementary science; the teaching of elementary science; the evaluation of elementary science; materials and facilities for elementary science; improving the quality of elementary science teaching; inquiry and process in elementary science; and recent curriculum developments in elementary science (including discussion of Minnesota Mathematics and Science Teaching Project (MINNEMAST), Conceptually Oriented Program in Elementary Science (COPES), The Science Manpower Project (SMP), and University of Illinois Elementary School Science Project). (JG)

ED 052 935 SE 010 764
Harke, Douglas James
Evaluation of the Randomized Multiple Choice Format.
Purdue Univ., Lafayette, Ind.
Pub Date 69
Note—130p.
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-8898 M-$3.00 X-$6.20)
Document Not Available from EDRS.
Descriptors—College Science, Doctoral Theses, Essay Tests, *Evaluation, *Measurement Techniques, Multiple Choice Tests, Physics, *Research, *Science Education
Identifiers—Randomized Multiple Choice Tests
Each physics problem used in evaluating the effectiveness of Randomized Multiple Choice (RMC) tests was stated in the conventional manner and was followed by several multiple choice items corresponding to the steps in a written solution but presented in random order. Students were instructed to prepare a written answer and to use it to answer the RMC items. During machine marking, partial credit for the question was given according to the number of RMC items correct. The RMC scores correlated with the written solution scores in the order of 0.6 for each question, had a similar range and standard deviation as the written scores, and were slightly more highly correlated with physics knowledge than the written scores. A hierarchical analysis of the RMC responses indicated that the sequences of mathematical and physical concepts used was similar to those used in written solutions. There was no differential effect of verbal ability (SAT-V) on success with either test format. (Author/AL)

ED 052 936 SE 010 803
Drew, David E.
On the Allocation of Federal Funds for Science Education. A Case Study of the NSF College Science Improvement Program.
American Council on Education, Washington, D.C. Office of Research.
Pub Date Dec 70
Note—44p.
Available from—Office of Research, American Council on Education, One Dupont Circle, Washington, D.C. 20036
Journal Cit—ACE Research Reports; v5 n7 Dec 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, *Federal Aid, *Financial Support, National Surveys, Research Projects, *Science Education
Research reported dealt with a national survey on the allocation of funds to colleges by the College Science Improvement Program (COSIP). Of 94 colleges eligible to receive COSIP grants, 29 had been awarded grants. Questionnaires were sent to students of the eligible institutions while they were freshmen and again when they were seniors. Institutional characteristics, such as enrollment, selectivity level, percentage of Ph.D.'s on the staff, and number of volumes in the library were also included in the analysis. Analysis of the data led to the correlation of selectivity, faculty quality, and affluence with the institutions receiving a COSIP grant; with the percentage of Ph.D.'s on the staff being most significant. In addition to these characteristics, grant recipients were likely to be nonsectarian liberal arts colleges which were relatively progressive. The students at these schools tended to be male and Protestant with superior academic records. They had high professional aspirations and a strong orientation toward science. (JG)

ED 052 937 SE 010 807
Alden, John D.
Prospects of Engineering and Technology Graduates 1970.
Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.
Pub Date Oct 70
Note—42p.
Available from—Engineers Joint Council, 345 East 47th Street, New York, New York 10017 ($2.00)
Document Not Available from EDRS.
Descriptors—Employment, *Engineering Education, Engineering Technicians, Engineers, Job Placement, *Surveys, *Technical Education, Vocational Followup
Reported is a survey of the placement of the engineering and technology graduates who received degrees in June, 1970. This is the seventh in the series of annual surveys conducted by the Engineering Manpower Commission. Deans and placement officers of 180 engineering schools and 109 other technological institutions participated in this survey. The data for salaries and employment status are categorized by degree level: associate, bachelor, master, or doctorate. The figures are also categorized by the various engineering and technology curricula. Conclusions made from the data include: (1) new engineering graduates generally fared well in securing jobs, (2) the percentages of graduates entering military service changed little from recent years, and (3) an unusually high percentage of advanced degree engineering graduates returned to jobs previously held. As a general rule, graduates of schools accredited by the Engineers' Council for Professional Development had higher salaries, went on more frequently for further stu-

dy, and were less frequently without job offers than were graduates of other schools. (Author/RS)

ED 052 938 SE 010 844
Caretto, L. S. And Others
Automobile Engine Development, Task Force Assessment, Preliminary Report.
Pub Date 30 Jun 70
Note—87p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Air Pollution Control, *Engines, *Environmental Influences, Fuels, *Motor Vehicles, Pollution, Projects, Reports, Research
Identifiers—Project Clean Air

This report presents a comprehensive survey of current knowledge and ongoing research and development projects in the area of vehicular emissions and control. Information provided attempts to answer the questions: how can proposed standards be met with existing technology and what additional research would be required to obtain desired control effectively and economically? The survey covers basic pollutant formation processes, emission characteristics of conventional and non-conventional engines, current and proposed control techniques, alternative power plants, special problems of chemical analysis of vehicle emissions, and effects of fuels and additives. Although no specific projects are recommended for Project Clean Air, the areas of Catalysis, Basic Combustion, Conventional Engine Development, Non-Conventional Engines, and Battery Development are proposed as basic study areas. The report was prepared by one of seven special task forces studying various air pollution problems, particularly in California, with the aim of making tentative recommendations as to what the University of California can do through Project Clean Air to alleviate these problems. (BL)

ED 052 939 SE 010 920
Abramson, David A.
Applied Physics Laboratory, An Experimental Program for Aerospace Education, 12th Year.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Pub Date Jul 69
Note—228p.; Pages 17-21 are missing
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Curriculum, *Instruction, Instructional Materials, *Laboratory Experiments, *Laboratory Manuals, *Physics, *Science Education, Secondary School Science

This physics laboratory manual is the result of curriculum development begun at Aviation High School (New York City) in 1967. It represents a semester of advanced laboratory work for those students who have completed the usual course in physics. The 91 laboratory experiments included in the manual have been developed and modified through use for three consecutive spring semesters with high school seniors. They have been designed to require the student to do research in the classroom reference library. The laboratory materials needed for the experiments are readily produced by the teacher. It is intended that the students should work independently or in small groups, with many experiments running concurrently. Suggestions are made for implementing this or a similar program in the high school curriculum. (RS)

ED 052 940 SE 010 933
Burkman, Ernest
Probing the Natural World, Volume 3B, What's Up-Well Being-In Orbit.
Florida State Univ., Tallahassee.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 70
Note—527p.
Available from—Silver Burdett Company, Morristown, New Jersey
Document Not Available from EDRS.
Descriptors—Aerospace Technology, *Astronomy, *Drug Abuse, *Individualized Instruction, *Instructional Materials, Narcotics, Science Activities, *Secondary School Science, Space
Identifiers—Intermediate Science Curriculum Study

This book is the second of three experimental editions for use in the ninth grade portion of the Intermediate Science Curriculum Study (ISCS) Program. The volume is divided into three units: "In Orbit," "Well Being," and "What's Up." The unit, "In Orbit," consists of eight chapters of activities related to the properties of sun light, the use of spectrums and spectroscopes, the heat and energy of the sun, the measurement of astronomical distances, and the size of the sun and other similar topics. There are 15 excursion activities provided in this unit. The second unit, "Well Being," is concerned with the student's physical and mental health, including extensive exploration of the effects of drugs, various narcotics, alcohol, and tobacco smoke. There are 12 excursions included with the six chapters of this unit. The final unit consists of 10 chapters of activities dealing with rocketry and moon exploration and includes 21 excursions. The text is student-activity-oriented, and is designed for independent study and self pacing by the student, making it possible for the teacher to work individually with students. The excursions are optional activities providing more depth or side lights to the chapter materials. "The work was developed with support from the United States Office of Education (USOE) and published under 'limited' copyright authorization prusuant to the procedures of the USOE Copyright Guidelines." (PR)

ED 052 941 SE 010 937
Rowe, Mary Budd
The Fate of Ten Scientist-Science Educator Teams Three Years After Participation in a Leadership Training Program.
Columbia Univ., New York, N.Y. Teachers College.
Pub Date 71
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Programs, *Leader Participation, *Leadership Training, *Longitudinal Studies, *Science Education, Teacher Education, *Transfer of Training

Ten two-person teams made up the primary target population for the Leadership Training Program (LTP) described in this report. The back home activities of the team members were studied for nearly three years following the LTP. A brief resume of the design and conduct of the LTP is given. Training of the college teams took three weeks and included the following ingredients: approximately 30 hours of what might be called a social science laboratory; the training by the college teams of public school teams consisting of administrators and teachers who were to implement either Science a Process Approach or the Science Curriculum Improvement Study the following fall; micro-teaching of ghetto children; and video tape analysis of teaching. Data on post LTP activities by participants were obtained through questionnaires, interviews, site visits, tape recorded reports, group meetings of participants, joint participation in other programs, and talks with administrators. Through the natural migrations that mark college people's lives, some of the teams broke up as individuals moved to new institutions. Each individual is followed for a period in the new setting to determine whether he transfers any of the relevant behaviors connected with plannned change. (Author/PR)

ED 052 942 SE 011 054
The Schools and the Environment, A Report of a National Seminar. An Occasional Paper.
Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date Jun 70
Note—33p.
Available from—IDEA Executive Offices, Suite 300, 5335 Far Hills Avenue, Dayton, Ohio 45429
Document Not Available from EDRS.
Descriptors—Curriculum, *Curriculum Development, *Curriculum Guides, Ecology, *Environment, *Environmental Education, Pollution, Resource Materials

Presented is a summary of a national seminar convened to propose guidelines for schools to follow in instituting K-12 environmental studies. Included is the outline of the entire K-12 program, Strand IV - Environmental and Community Health, developed for the Niskayuna School District, New York. In addition to comments by guest speakers there are sections on how to institute change in the schools, cartoons as elementary teaching aids, the major provisions of the Environmental Quality Act and related issues. The following resources are also provided: a brief annotated film list containing 16 films which deal with ecology and pollution, including information for ordering; and a list of books concerned with ecology. (PR)

ED 052 943 SE 011 061
Eleven Lessons in Drug Abuse Education for Use in Junior High School Science.
Dade County Public Schools, Miami, Fla.
Pub Date 70
Note—102p.; Instructional Publication 4-8A
Available from—Dade County School Board, Textbook Services, 2210 S.W. Third Street, Miami, Florida 33135 ($1.25)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Alcohol Education, *Alcoholism, *Drug Abuse, *Health Education, Instructional Materials, *Narcotics, Textbooks

Eleven lessons for use in junior high school science present two major themes: (1) the use of tobacco, alcohol, and narcotics represents a serious danger to the health of individuals and to national welfare in general; and (2) the best way to combat dangers involved in the use of tobacco, alcohol, and narcotics is through an educated public. Each lesson is accompanied by references to texts and visual aids, learning activities, teacher information, and assessment items. The eleven lessons are: "Stimulants and narcotics are habit-forming drugs; The use and abuse of drugs has brought about the need for legal controls; Nicotine contains many harmful chemicals; Smoking irritates the eyes, reduces appetite, affects digestion, causes shortness of breath, and lowers endurance; Many studies exist which indicate that smoking may encourage the development of cancer in the lungs and other respiratory difficulties; Alcohol, acting as a depressant, affects the nervous system, slows down reaction time, and causes loss of coordination; Regular and excessive drinking of alcohol may result in a disease called alcoholism; Narcotics should be used only as prescribed by a physician; Victims of a drug habit become physically and mentally ill; The use of drugs is one of the most difficult habit to break; and A concerned person takes care of his body at all times." (JG)

ED 052 944 SE 011 137
Mullen, Vern And Others
Adult Mathematics Program.
Saskatchewan NewStart, Inc., Prince Albert.
Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario).
Pub Date 70
Note—500p.
Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—*Adult Education, *Curriculum Guides, Diagnostic Teaching, *Individualized Instruction, Instruction, Instructional Materials, *Mathematics Education, *Remedial Mathematics, Teaching Guides

This curriculum guide is designed for use by the teacher in basic adult education. The mathematical content includes concepts from numerical operations, elementary algebra and geometry, weights and measures, and graphing. It is designed specifically for individually prescribed instruction. Each unit of material includes a placement examination, worksheets, textbook references, a sheet for recording prescriptive assignments, and a unit test. (RS)

ED 052 945 SE 011 182
Simons, Eugene M., Ed.
Science Policy Reviews, Volume 4 Number 1.
Battelle Memorial Inst., Columbus, Ohio.
Pub Date 71
Note—103p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Annotated Bibliographies, Environment, Literature Reviews, *Policy, *Policy Formation, Pollution, Resource Materials, *Sciences, *Technology, World Affairs

This is the first issue of the quarterly publication, Science Policy Reviews, a modification of the fonner publication, Science Policy Bulletin. This new publication presents reviews, highlights, and annotated bibliographic references from the current national and international literature in the area of science and public policy. For brevity, the word "Science" in the title of the Reviews is used to denote engineering and technology as well as

science. Science Policy Reviews is intended for individuals and organizations engaged in studying, formulating, or implementing public policy relating to science and its applications. The literature reported in the Reviews includes books, reports, and periodical articles. The regularly screened periodicals are listed on the inside back cover. The focus of the literature reported is on matters of broad public policy; literature of a highly technical and narrowly specialized nature is not included. Included in this issue are 424 entries, each of which has a short, descriptive annotation. Entries are not placed into topical categories, as was the practice in the previous publication; thus the subjects considered are not restricted to particular topic areas. Most entries in this issue relate to the United States science policies, but literature pertaining to science policy in several other countries is included. (Author/PR)

ED 052 946 SE 011 183

Aeronautical Science Course of Study.

California State Dept. of Education, Sacramento.; Southbay Union High School District, Redondo Beach, Calif.

Spons Agency—Federal Aviation Administration, Washington, D.C.

Pub Date Oct 69

Note—252p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($2.25)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Aerospace Technology, *Aviation Technology, *Course Descriptions, Flight Training, *Instructional Materials, Resource Guides, *Science Education, Secondary School Science

This revision of "Aeronautical Science Course of Study for California High Schools," first issued in 1967, is designed by and for the use of teachers of high school aeronautical courses. It differs from other aeronautical instructional materials in its emphasis on inquiry, exploration, and open-ended experimentation. The eleven units may be used separately or as an entire course. The first nine units, designed for thirty-six weeks of classroom study, include: basic aeronautics, meteorology, navigation, FAA regulations, speed of sound, physiology of flight, man in space, history of aviation, and economic factors. The last two units deal with actual flight training. Lists of films and publications are provided. (RS)

ED 052 947 24 SE 011 234

Wang, Margaret C. And Others

The Sequence of Development of Some Early Mathematics Behaviors.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0253

Pub Date 70

Note—35p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Child Development, *Cognitive Development, Individual Development, Intellectual Development, *Learning, *Mathematical Concepts, Number Concepts, Psychology, *Research

This study sought to determine whether a number of specific counting and numeration behaviors emerge within children in a fixed developmental sequence; at what point in the development of mathematical behavior the use of numerical representations normally appears; and what relationship holds between development of counting skills and development of one-to-one correspondence operations. The subjects were 78 kindergarten children in an urban public school. They were given a battery of tests, each assessing the ability to perform a specific task involving counting, use of numerals, or comparison of set size. The test scores were subjected to scalogram analyses. Results suggested: (1) a reliable sequence of skills in using numerals; (2) the dependence of learning numerals upon prior acquisition of counting skills for sets of the size represented; (3) acquisition of numeral reading for small sets before learning to count larger sets; and (4) the independence of counting and one-to-one correspondence operations in young children. The implications of these findings for designing an introductory mathematics curriculum are discussed. (Author/CT)

ED 052 948 SE 011 254

Damaskos, Nickander, J., Ed. Smyth, Michael P., Ed.

You and Technology, Teacher's Guide 1969.

Pennsylvania Military Colleges, Chester.

Spons Agency—Delaware County Board of School Directors, Media, Pa.

Pub Date Aug 69

Note—300p.

Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Computers, Course Objectives, *Engineering Education, *Instructional Materials, *Physical Sciences, *Secondary School Science, Teaching Guides, Technology

This is a teaching guide to a high school text on engineering and technology principles for the general student. Behavioral objectives, suggestions for class presentation, field trips, exercises, and supplemental problems and activities are provided for each of the text chapters. (Textual material is contained in the student book, in case study format.) Lists of films, tape and slide presentations, needed equipment, and references are provided for each topic. Considerable attention is given to the use of the computer with the students, including hints on its operation and programs written in both BASIC and FORTRAN that may be used with each chapter. [Not available due to marginal legibility of original document.] (DS)

ED 052 949 SE 011 258

Case, John H.

Annotated Bibliography on Science and Mathematics Education in Sub-Saharan Africa.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Dec 69

Note—231p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*African Culture, *Annotated Bibliographies, Bibliographies, International Education, Literature Reviews, *Mathematics Education, *Publications, Research Reviews (Publications), *Science Education

This bibliography is intended to provide a source of information on what has been written on science and mathematics education in Africa until August 1967. The works included range from the level of the post-graduate thesis to articles in local teaching journals covering a range of topics from sophisticated research to teachers talking among themselves about their problems. Material selection for the bibliography is restricted to African countries in which English is the medium of instruction. The bibliography has two major divisions, science and mathematics, and each has been further divided by geographical area. Appendices include author and subject indices, a key to the libraries and institutions in which the materials may be found, and a list of the bibliographies, catalogs, and libraries searched in compiling this publication. Some pages are marginal in legibility. (PR)

ED 052 950 SE 011 259

The Junior-Science Conference, Rehovot, Israel, August, 1969. Final Report.

Israeli Junior Science Committee (Israel).; Israel National Commission for UNESCO.

Pub Date Aug 69

Note—109p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Conference Reports, *Curriculum, Curriculum Development, *Elementary School Science, *International Programs, Learning Theories, Program Descriptions, *Programs, Teacher Education

The seventeen papers presented in this publication review various programs and issues in elementary school science. At least one paper is devoted to each of these programs: The United Kingdom program Science 5/13; The African Primary Science Program; The Tel Aviv Elementary Science Project; UNESCO Program in Junior Science Teaching; The Philippine School Science Program; and The Science Curriculum Improvement Study. Other papers are concerned with teacher training and retraining, evaluation, developing new teaching materials, using the teaching of mathematics as a general model for teaching science, Brazilian science education development, and psychological foundations of science education. (PR)

ED 052 951 SE 011 266

Guidelines for Indiana School Science Programs K-12.

Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date 71

Note—129p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Behavioral Objectives, Conceptual Schemes, Curriculum, *Curriculum Development, *Curriculum Guides, *Program Development, Resource Materials, *Science Education, Scientific Methodology

This publication is a curriculum guide intended to help implement coordinated K-12 science programs by serving as a framework of reference. The performance objectives that should be developed by students who study science are written in general terms and constitute the heart of the volume. The lists of performance objectives include the processes which the student would use in achieving the objective, the conceptual scheme with which the objective may be identified, a statement of the performance objective, and the values and attitudes that performance of the objective should develop. There is a performance list for each of these grade categories: kindergarten and elementary; middle school and junior high; and senior high school. The introductory chapters review the philosophy, goals and the following themes in school science programs: the processes of sciencing; the conceptual schemes of science; the values and attitudes derived from science learning experiences; psycho-motor skills in science learning experiences; and the subject matter of science. Additional guidelines for sequencing the programs and textbook evaluation are provided in the appendix. An annotated bibliography is included. (PR)

ED 052 952 SE 011 289

Damaskos, Nickander J., Ed. Smyth, Michael P., Ed.

You and Technology, A High School Case Study Text.

Pennsylvania Military Colleges, Chester.

Spons Agency—Delaware County Board of School Directors, Media, Pa.

Pub Date Aug 69

Note—409p.

Available from—ERIC Information Analysis Center for Science and Mathematics Education, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—*Engineering Education, *Instructional Materials, *Physical Sciences, Physics, Scientific Concepts, *Scientific Principles, *Secondary School Science, *Technology

This second draft of a manuscript for a high school engineering and technology course uses case studies as its format. The principles associated with various engineering problems are presented along with their effects on daily life. Topics include the computer, the automotive power system, satellite communications, the petroleum industry, water pollution, electric power, a deep-diving submarine, and the teletypewriter. A bibliography is appended. The teacher's guide for this text is SE 011 254. (SH)

ED 052 953 SE 011 293

Hale, Helen E.

The Senses, A Series of Five Short Units, Elementary School Science, Level One, Teaching Manual.

Baltimore County Board of Education, Towson, Md.

Pub Date 70

Note—65p.

Available from—Baltimore County Board of Education, Office of Curriculum Development, Towson, Maryland 21204 ($3.00)

Document Not Available from EDRS.

Descriptors—Biology, Curriculum Guides, *Elementary School Science, *Instruction, *Instructional Materials, Laboratory Techniques, *Science Units, Scientific Attitudes, *Sensory Experience, Values

This pilot teaching unit is one of a series developed for use in elementary school science programs and is designed to give children direct

experience with sensing activities: seeing, hearing, touching, smelling, and tasting. Objectives for each activity include both those involving student values and scientific processes. Most activities require simple and inexpensive materials. (RS)

ED 052 954 SE 011 294
Hale, Helen E.
Observing and Producing Sounds, Elementary School Science, Level Four, Teaching Manual.
Baltimore County Board of Education, Towson, Md.
Pub Date 71
Note—50p.
Available from—Baltimore County Board of Education, Office of Curriculum Development, Towson, Maryland 21204 ($3.00)
Document Not Available from EDRS.
Descriptors—*Acoustics, Auditory Perception, Curriculum Guides, *Elementary School Science, *Instruction, *Instructional Materials, Laboratory Techniques, *Science Units, Scientific Attitudes, Scientific Methodology
This pilot teaching unit is one of a series developed for use in elementary school science programs. This unit is designed to help children discover specific concepts which relate to sound, such as volume, pitch, and echo. The student activities employ important scientific processes, such as observation, communication, inference, classification, and experimentation. Activities for both in-class and outdoor study are described. Most activities require simple and inexpensive materials. (RS)

ED 052 955 SE 011 295
Hale, Helen E.
Discovering Animal Ways, Elementary School Science, Level Three, Teaching Manual.
Baltimore County Board of Education, Towson, Md.
Pub Date 71
Note—50p.
Available from—Baltimore County Board of Education, Office of Curriculum Development, Towson, Maryland 21204 ($3.00)
Document Not Available from EDRS.
Descriptors—Animal Behavior, Curriculum Guides, *Elementary School Science, *Instruction, *Instructional Materials, Laboratory Techniques, *Science Units, Scientific Attitudes, Scientific Methodology, *Zoology
This pilot teaching unit is one of a series developed for use in elementary school science programs. This unit is designed to promote children's natural curiosity and to help those who show a reluctance to work with animals to overcome some of their fears. The student activities employ important scientific processes, such as observation, communication, inference, classification, and experimentation. Suggested activities involve the use of goldfish, turtles, and mealworms. (RS)

ED 052 956 SE 011 296
Benham, Amy C. And Others
A Programed Manual for Classroom Teachers, An Inservice Instructional System for Elementary School Science.
Baltimore County Board of Education, Towson, Md.
Pub Date 70
Note—50p.
Available from—Baltimore County Board of Education, Office of Curriculum Development, Towson, Maryland 21204 ($2.00)
Document Not Available from EDRS.
Descriptors—*Elementary School Science, *Inquiry Training, Instruction, Questioning Techniques, Science Education, Scientific Attitudes, Scientific Methodology, *Self Evaluation, Teacher Education, Teaching Techniques
This booklet has been written to improve the inquiry techniques of elementary school science teachers. It is designed for self-study and has been used in summer workshops. The principles presented for teaching science include: the central importance of pupil involvement, the gains from free pupil interaction, the benefits of effective questioning, and the role of behavioral objectives in instruction and assessment. Active participation of the students in the inquiry process is stressed. The booklet is not written in a programed mode. (RS)

ED 052 957 SE 011 297
Hale, Helen E.
Balancing Things, Elementary School Science, Level Two, Teaching Manual.
Baltimore County Board of Education, Towson, Md.
Pub Date 71
Note—70p.
Available from—Baltimore County Board of Education, Office of Curriculum Development, Towson, Maryland 21204 ($3.00)
Document Not Available from EDRS.
Descriptors—Curriculum Guides, *Elementary School Science, *Instruction, *Instructional Materials, Laboratory Techniques, *Science Units, Scientific Attitudes, *Sensory Experience, Values
This pilot teaching unit is one of a series developed for use in elementary school science programs. This unit is designed to provide children with experiences which involve both balanced and unbalnced conditions. The unit begins with some activities designed to increase the children's awareness of body balance. Later activities involve equal-arm balances. Objectives for each activity include both those involving student values and scientific processes. (RS)

ED 052 958 SE 011 308
Mettler, Ruben F.
Science and Technology: Tools for Progress. The Report of The President's Task Force on Science Policy.
President's Task Force on Science Policy, Washington, D.C.
Pub Date Apr 70
Note—56p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.35)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Responsibility, *Government Role, National Programs, Objectives, *Sciences, *Technology
Reported are seven primary recommendations on national science policy made by the Task Force on Science Policy to the President. From a review of the Federal Government's existing science policy (in 1969), problems and opportunities considered as inputs to the legislative and executive science program for 1970 were selected. A criterion for selection was long-term impact on national policies. The particular issues selected include: (1) science, technology, and national goals; (2) expanding applications for science and technology; (3) management of direct federal support for basic and applied research; (4) stimulating technological innovation by private institutions; (5) science policy as related to national security; (6) international initiatives utilizing science and technology; and (7) continuing development of science policy. (Author/RS)

ED 052 959 SE 011 311
A Self-Pacing Program in Algebra, Volume 1.
Baltimore County Public Schools, Towson, Md.; Maryland State Dept. of Education, Baltimore.
Pub Date 70
Note—322p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Algebra, Curriculum Development, *Curriculum Guides, *Individualized Instruction, Individualized Programs, *Mathematics Curriculum, Mathematics Education, Mathematics Materials, *Secondary School Mathematics, Teaching Guides
This self-pacing program is the result of a cooperative curriculum development project between The Maryland Department of Education and The Baltimore County Schools. Included is a teachers guide for the use of the materials. The philosophy of this approach is that of individualization of instruction wherein the student moves at a pace commensurate with his ability and background. He studies a topic, either individually or with a small group, then he takes a test measuring mastery of the material. The test is marked "complete" or "incomplete." If he "completes" the topic unit, he proceeds to the next; if not, he does some remedial work until he "completes" the topic unit. It is suggested that written progress reports be kept for each student continuously and that grades for the course be based on number of units completed. The content of this course includes sets, number properties, open sentences, operations with variable expressions, functions, and graphing. Also included is an extensive itemized list of behavioral objectives for each topic, student assignment sheets for each topic, tests and keys for each topic unit. (Author/CT)

ED 052 960 SE 011 312
A Self-Pacing Program in Algebra, Volume 2.
Baltimore County Public Schools, Towson, Md.; Maryland State Dept. of Education, Baltimore.
Pub Date 70
Note—372p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Algebra, Curriculum Development, *Curriculum Guides, *Individualized Instruction, Individualized Programs, *Mathematics Curriculum, Mathematics Education, Mathematics Materials, *Secondary School Mathematics, Teaching Guides
This self-pacing program is the result of a cooperative curriculum development project between The Maryland Department of Education and The Baltimore County Schools. Included is a teachers guide for the use of the materials. The philosophy of this approach is that of individualization of instruction wherein the student moves at a pace commensurate with his ability and background. He studies a topic, either individually or with a small group, then he takes a test measuring mastery of that material. The test is marked "complete" or "incomplete." If he "completes" the topic unit, he proceeds to the next; if not, he does some remedial work until he "completes" the topic unit. It is suggested that written progress reports be kept for each student continuously and that grades for the course be based on number of units completed. The content of this course includes systems of linear open sentences, polynomials and factoring, rational numbers and expressions, relations and functions, real numbers, complex numbers, logarithms, progressions and the binomial expansion, probability, quadratic systems, and matrices. Also included is an extensive itemized list of behavioral objectives for each topic, student assignments for each topic, and tests and keys for each topic unit. (Author/CT)

ED 052 961 SE 011 342
Yegge, John F. And Others
The Decision-Making Process in the Adoption of a New Physics Course in American High Schools. Final Report.
Harvard Univ., Cambridge, Mass. Graduate School of Education.; State Univ. of New York, Buffalo.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date May 71
Note—205p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Adoption (Ideas), *Curriculum, Decision Making, *Inservice Teacher Education, Institutes (Training Programs), *Physics, *Research, Science Education, Teacher Characteristics
Identifiers—Project Physics
Reported is a study of the implementation of the new Project Physics course in American high schools. In the summer of 1970, 457 teachers attending 14 National Science Foundation institutes and 98 of their school administrators provided information through discussions and questionnaires. At the four institutes at which an implementation conference was held, questionnaire responses were obtained twice from both teachers and administrators during the conferences. The participants of the remaining institutes were tested by mail. The questionnaires obtained personal information, school and school system data, attitudes, and opinions regarding the course adoption decision-making process. Conclusions made from the data analysis include: (1) the classroom teacher is most important in the adoption process; (2) adoption is most likely if the administration provides broad support; (3) the school most likely to adopt has a history of adopting other new courses; and (4) delay in adoption is increased by ineffective communication among school personnel. The characteristics of a teacher most likely to adopt a new course are presented in an ordered list. (Author/RS)

ED 052 962 SE 011 347
Obradovic, Sylvia M. And Others
Implementing New Science Curricula and Course Content Improvement Materials.

Far West Lab. for Educational Research and Development, Berkeley, Calif.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Nov 70
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adoption (Ideas), *Curriculum, Educational Research, Science Course Improvement Project, *Secondary School Science, Surveys

To identify factors affecting the implementation of new science curricula a questionnaire survey of principals and teachers in California and Nevada secondary schools was used to select a sample of schools using Chemical Education Materials Study (CHEM Study) or Introductory Physical Science (IPS). Interview data collected when these 67 schools were visited supplemented questionnaire data. The results indicated that effective implementation of new programs required the provision of assistance and support to school curriculum development personnel in terms of research and resource materials for curricular decision making, a total curriculum plan, appropriate inservice education, and continual curriculum evaluation and revision. A list of school procedures that help overcome specific problems, such as student deficiencies in mathematics or reading and inadequate teacher preparation time, is included. Tables summarize questionnaire data on teacher preparation, teachers' reports of implementation problems and their ranking of teacher needs for successful curriculum adoption. These tables are provided for IPS courses, biological sciences Curriculum Study (BSCS) Biology, CHEM Study, and Physical Science Study Committee (PSSC) Physics. Appendices provide copies of questionnaires and interview schedules used, and provide data on the school districts using the new curricula materials. (AL)

ED 052 963 SE 011 363
Beakley, George C. Leach, H. W.
Careers in Engineering and Technology.
Pub Date 69
Note—336p.
Available from—Macmillan Company, 866 Third Avenue, New York, New York 10022
Document Not Available from EDRS.
Descriptors—Careers, Engineering, *Engineering Education, Engineering Technicians, Instruction, *Instructional Materials, Technical Occupations, *Textbooks

This publication is designed to serve as a textbook for an introduction to engineering course. Included are sections concerned with engineering as a profession, preparation for a career in engineering, problem solving and sketching, and introduction to the design process. Exercises included typically require creative thought for their solution. (RS)

ED 052 964 SE 011 384
SMIP Chemistry Curriculum Guides.
Luzerne County Schools, Wilkes-Barre, Pa.; Wilkes Coll., Wilkes-Barre, Pa.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date [71]
Grant—OEG-3-7-703554-4964
Note—172p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Chemistry, Curriculum Guides, *Instructional Materials, Resource Materials, *Science Activities, *Secondary School Science, *Teaching Guides
Identifiers—ESEA Title III, Science Math Improvement Project

Included are most guides for a one-year course in senior high school chemistry. The guides may be interchanged at the teacher's discretion, following any text sequence or course outline. Each guide consists of six sections: (1) an approach, which briefly discusses the unit in terms of background material, pitfalls to be avoided, and suggested methodology; (2) educational objectives, which outline the student behavior expected from successful teaching of the unit; (3) a content section, which outlines the course content to be covered; (4) a learning experience section, with suggested learning experiences such as demonstrations, lab experiments, and specialized modes of treatment for a particular concept; (5) a text reference section, and (6) an A-V section, with suggested motion pictures, filmstrips, etc., for the particular concept as far as is practicable. This work was prepared under an ESEA Title III contract. (PR)

ED 052 965 SE 012 014
Developments in Elementary School Science. A Report of Seven Regional Conferences for School Administrators.
American Association for the Advancement of Science, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 70
Note—62p.
Available from—American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (Free)
Document Not Available from EDRS.
Descriptors—*Curriculum Development, *Elementary School Science, Program Descriptions, *School Administration, *Science Course Improvement Project
Identifiers—Elementary Science Study, Minnesota Mathematics and Science Teaching Project, Science (A Process Approach), Science Curriculum Improvement Study

Five of the seven papers presented at conferences to acquaint school administrators with federally supported elementary school programs (COPES-Conceptually Oriented Program with Elementary Science; ESS-Elementary Science Study; MINNEMAST-Minnesota Mathematics and Science Teaching Project; SCIS-Science Curriculum Improvement Study; and Science–A Process Approach) are reproduced in this report. The papers concern "Elementary School Science for the 1970s in Perspective" (Hurd), "Elementary Science in the Seventies" (Jacobson), "The Authority of Science" (Marshall), "How to Avoid Pitfalls in Introducing New Science Programs" (Dean) and "Introducing New Science Programs in Elementary Schools" (Uffelman). Brief accounts of the nature and emphasis of each of the programs, and an account of the service offered by the Elementary Science Information Unit of the Far West Laboratory for Educational Research and Development are included. (PR)

ED 052 966 SE 012 024
Smith, L. G.
Science for the Young School Leaver.
Nuffield Foundation, London (England).; Schools Council, London (England).
Report No—WP-1
Pub Date 65
Note—27p.
Available from—Schools Council, 160 Great Portland Street, London W1, England
Document Not Available from EDRS.
Descriptors—*Curriculum Development, Educational Needs, *General Education, *General Science, International Education, Pamphlets, *Secondary School Science, Student Needs
Identifiers—England, Nuffield Foundation

Types of science courses considered desirable and essential for 13-16 year old English students of average and below average ability are discussed in this publication which was the preliminary planning paper for the Nuffield Foundation "Secondary Science" course designed for students who do not intend to major in science. Eight main themes: Interdependence of Living Things; Continuity of Life; Biology of Man; Harnessing Energy; Extension of Sense Perception; Movement; Using Materials; and The Earth and Its Place in the Universe are identified as feasible and significant to these pupils. The organization and themes presented are illustrative, and not prescriptive. Two themes are broken down into fields of study, each of which is further subdivided to indicate possible topics. Suggested teaching techniques are indicated for each topic. There are also some suggested pupil activities for one of these themes to indicate teaching methods relevant to the pupils. (AL)

ED 052 967 SE 012 031
Glass, Gene V.
The Wisdom of Scientific Inquiry on Education. Science Education Information Reports, Occasional Paper Series, Science Paper 4.
Colorado Univ., Boulder. Lab. of Educational Research.; ERIC Information Analysis Center for Science Education, Columbus, Ohio.
Pub Date Jul 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, Evaluation, Objectives, *Research Methodology, Research Needs, *Science Education

After distinguishing between elucidatory inquiry (directed toward theory and model construction for understanding and explaining phenomena) and evaluative inquiry (determining the worth of a thing), and providing nine differentiating characteristics, the author discusses the progress of educational elucidatory inquiry. He concludes that it has not "turned up any important, reliable, replicable relationships worthy of continued study...Until we get these fundamental relationships, our pretensions to elucidatory inquiry on education will be vain boasting." He feels that we should not now be attempting to build theories of teaching because ideas and techniques of teaching are changing rapidly. Under current conditions evaluative research based on the products of master teachers using basic knowledge from the social and natural sciences is more likely to contribute to the improvement of educational practice. (AL)

ED 052 968 SE 012 032
Tanner, James R.
Occasional Paper Series, Science Paper 5, Models and Research in Science Education Curriculum Development. Science Education Information Reports.
ERIC Information Analysis Center for Science Education, Columbus, Ohio.
Pub Date Jul 71
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Criteria, *Curriculum Development, *Relevance (Education), *Research, *Science Education

This paper, fifth in a series produced by the Science and Mathematics Education Information Analysis Center, is based on an address given at the 44th Annual Meeting of the National Association for Research in Science Teaching by an Assistant Superintendent of the Cleveland Public Schools. Curriculum developers have tended to view curriculum as segments of subject matter, ignoring "how, for what purpose, to whom and by whom it is to be learned and taught." Criteria for judging curricula in terms of authenticity, inclusiveness, and teachability are discussed, and a need for evolving, not static, curriculum models indicated. The role of the school, of teachers, of university education and subject-matter scholars, technicians and evaluators in designing and implementing curricular change is considered, and the necessity of partnership emphasized. (AL)

ED 052 969 SE 012 042
Gladstone, Blanche C. And Others
Mathematics, Grade 6, Scope and Sequence.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Report No—Curric-Bull-4
Pub Date 71
Note—30p.
Available from—New York City Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 ($1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Algebra, *Curriculum Guides, *Elementary School Mathematics, Geometry, *Grade 6, Graphs, Measurement, Set Theory, Statistics

Provided are the scope and sequence of mathematics topics for Grade 6 to be implemented by teachers and supervisors. The guide is presented in the form of 62 units, each being organized around the themes of (1) sets, numbers, and numeration; (2) operations; (3) geometry and measurement; and (4) algebraic concepts, graphs, probability, and statistics. The sequence is structured to provide a spiral or cyclic approach for presentation of the concepts and skills. (Author/JG)

ED 052 970 SE 012 043
Gladstone, Blanche C. And Others
Mathematics, Grade 1, Scope and Sequence.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Report No—Curric-Bull-2
Pub Date 71
Note—24p.
Available from—New York City Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 ($1.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Algebra, *Curriculum Guides, *Elementary School Mathematics, Geometry, *Grade 1, Graphs, Measurement, Set Theory, Statistics
Provided are the scope and sequence of mathematics topics for Grade 1 to be implemented by teachers and supervisors. The guide is presented in the form of 66 units, each being organized around the themes of (1) sets, numbers, and numeration; (2) operations; (3) geometry and measurement; and (4) algebraic concepts, graphs, probability, and statistics. The sequence is structured to provide a spiral or cyclic approach for presentation of the concepts and skills. (Author/JG)

ED 052 971 24 SE 012 048
Clausen, Eric
Resources Available for Earth Science Education. Final Report.
Minot State Coll., N. Dak.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-F-032
Pub Date Jul 71
Grant—OEG-6-70-0019(509)
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Earth Science, Educational Needs, *Experimental Programs, *Program Evaluation, *Resource Centers, *Resources, Teacher Education
A study of schools was conducted to determine needs of earth science programs, and what, if any, services could effectively be provided by an earth science resource center. Contacts were made with approximately one-half the schools in the Minot State College service region. Discussions were held with administrators and teachers, and facilities at each school were evaluated. A resource center offered experimental programs to determine types of services earth science teachers really use. As each program was offered, notation was made of the types of schools and teachers using it, and of the impact on earth science classes. Results indicate: earth science programs lack equipment, however, rich resources are available from other science programs; funds for earth science resources seem to be available; teachers generally lack training in earth science, but have substantial background in other sciences; there is a strong demand for in-service offerings in earth science, and also for regular seminars and lecture series on earth science designed for teachers; workshops are popular, but appear to have little impact; teachers having regular contact with the resource center will take advantage of opportunities to borrow equipment; and serious interest in trading specimens appears to be lacking. (Author/PR)

ED 052 972 SE 012 074
Science Framework for California Public Schools, Kindergarten--Grades One Through Twelve.
California State Dept. of Education, Sacramento.
Pub Date 70
Note—160p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum, *Elementary School Science, Instruction, *Objectives, Scientific Concepts, *Secondary School Science, State Curriculum Guides, Systems Approach
Identifiers—ESEA Title V
An application of a systems approach to the improvement of science education from kindergarten through grade 12 is described. The report assesses the need for science curriculum reform, takes into account the philosophies, learning theories, curriculum organization patterns, and teaching strategies being advocated by current leaders in science, psychology, and education, and provides models and guidelines for science curriculum development and instruction consistent with specified goals and current instructional philosophies. Examples of behaviors indicating pupils' attainment of specified terminal objectives are provided for each of the four main goals of science education: attitudes, rational thinking, scientific skills, and knowledge of scientific processes, principles, concepts, and generalizations. An annotated bibliography precedes appendices detailing a conceptual scheme useful for selecting content, outlining methods of assessing needed teacher competencies, and analyzing alternative teaching strategies. (AL)

ED 052 973 SE 012 080
Comar, C. L.
Fallout from Nuclear Tests.
Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
Pub Date Feb 69
Note—44p.
Available from—USAEC, P. O. Box 62, Oak Ridge, Tennessee 37830 (Free)
Document Not Available from EDRS.
Descriptors—*Biology, *Genetics, *Nuclear Physics, Pamphlets, *Pollution, *Radiation, Supplementary Reading Materials
Identifiers—Atomic Energy Commission
This booklet, in the series "Understanding the Atom," summarizes the important findings on radioactive fallout for which there is substantial scientific agreement, indicates the areas of disagreement, and lists some answered questions. Sources of fallout, its local and worldwide effects (including movement in the atmosphers), the biological effects (genetic and somatic threshold and nonthreshold responses), and the biological pathways to man are discussed in general terms, and in more detail for the following radionuclides: iodine-131; strontium-90; and carbon-14. Preventive and remedial measures are briefly considered. A list of suggested references is appended. (AL)

ED 052 974 SE 012 081
Keisch, Bernard
The Mysterious Box: Nuclear Science and Art.
Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.
Pub Date 70
Note—39p.
Available from—USAEC, P. O. Box 62, Oak Ridge, Tennessee 37830 (Free)
Document Not Available from EDRS.
Descriptors—*Art, *Chemical Analysis, Instruction, *Laboratory Techniques, *Nuclear Physics, Pamphlets, Physics, *Secondary School Science, Supplementary Reading Materials
Identifiers—Atomic Energy Commission
In this booklet intended for junior high school science students a short story format is used to provide examples of the use of nuclear chemistry and physics in the analysis of paints and pigments for authentication of paintings. The techniques discussed include the measurement of the relative amounts of lead-210 and radium-226 in white-lead pigment, neutron activation analysis to "fingerprint" samples of paints, isotope mass spectrometry, and the concentration of carbon-14 in the canvas used. Mention is made of X-ray, X-ray diffraction, and spark source mass spectrometry techniques. A short bibliography is provided. (AL)

ED 052 975 SE 012 097
Aafedt, Donna And Others
Tobacco, Drug, and Alcohol Unit, Sixth Grade.
Great Falls Public Schools, Mont.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date [71]
Note—256p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Alcoholism, *Curriculum Guides, Drug Abuse, *Grade 6, *Health Education, Instructional Materials, *Social Sciences, Teaching Guides, Tobacco
Identifiers—ESEA Title III
A sixth grade unit on tobacco, drugs, and alcohol is presented in this curriculum guide for teachers. The introductory section states general objectives and specific knowledge facts for each of the three study areas. Also, skills and attitudes to be developed, general motivating activities, and teaching hints for slow and rapid learners are included. Individual units enumerate basic concepts and suggest teacher and student materials, audio visual aids, motivating questions, and activities to develop the concepts. An appropriate glossary of terms and additional teacher information and ideas supplement each study area. Culminating activities and teacher-pupil evaluation of knowledge, skills, and attitudes for the entire unit conclude the guide. Sources of information and a bibliography are listed. This work was prepared under an ESEA Title III contract. (BL)

ED 052 976 SE 012 098
Spragg, Edward And Others
Tobacco, Drug, and Alcohol Unit, Seventh Grade.
Great Falls Public Schools, Mont.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date [71]
Note—323p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Alcoholism, *Curriculum Guides, Drug Abuse, *Grade 7, *Health Education, Instructional Materials, *Social Sciences, Teaching Guides, Tobacco
Identifiers—ESEA Title III
A seventh grade unit on tobacco, drugs, and alcohol is presented in this curriculum guide for teachers. The introductory section states general objectives and specific knowledge facts for each of the three study areas. Also, skills and attitudes to be developed, general motivating activities, and teaching hints for slow and rapid learners are included. Individual units enumerate basic concepts and suggest teacher and student materials, audio visual aids, motivating questions, and activities to develop the concepts. An appropriate glossary of terms and additional teacher information and ideas supplement each study area. Culminating activities and teacher-pupil evaluation of knowledge, skills, and attitudes for the entire unit conclude the guide. Sources of information and a bibliography are listed. This work was prepared under an ESEA Title III contract. (BL)

ED 052 977 SE 012 099
Spragg, Edward And Others
Tobacco, Drug, and Alcohol Unit, Eighth Grade.
Great Falls Public Schools, Mont.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date [71]
Note—356p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Alcoholism, *Curriculum Guides, Drug Abuse, *Grade 8, *Health Education, Instructional Materials, *Social Sciences, Teaching Guides, Tobacco
Identifiers—ESEA Title III
An eighth grade unit on tobacco, drugs, and alcohol is presented in this curriculum guide for teachers. The introductory section states general objectives and specific knowledge facts for each of the three study areas. Also, skills and attitudes to be developed, general motivating activities, and teaching hints for slow and rapid learners are included. Individual units enumerate basic concepts and suggest teacher and student materials, audio visual aids, motivating questions, and activities to develop the concepts. An appropriate glossary of terms and additional teacher information and ideas supplement each study area. Culminating activities and teacher-pupil evaluation of knowledge, skills, and attitudes for the entire unit conclude the guide. Sources of information and a bibliography are listed. This work was prepared under an ESEA Title III contract. (BL)

ED 052 978 SE 012 100
Spragg, Edward And Others
Tobacco, Drug, and Alcohol Unit, Ninth Grade.
Great Falls Public Schools, Mont.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date [71]
Note—388p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Alcoholism, *Curriculum Guides, Drug Abuse, *Grade 9, *Health Education, Instructional Materials, *Social Sciences, Teaching Guides, Tobacco
Identifiers—ESEA Title III
A ninth grade unit on tobacco, drugs, and alcohol is presented in this curriculum guide for teachers. The introductory section states general objectives and specific knowledge facts for each of the three study areas. Also, skills and attitudes to be developed, general motivating activities, and teaching hints for slow and rapid learners are included. Individual units enumerate basic concepts and suggest teacher and student materials, audio visual aids, motivating questions, and activities to develop the concepts. An appropriate glossary of terms and additional teacher information and ideas supplement each study area. Culminating activities and teacher-pupil evaluation of knowledge, skills, and attitudes for the entire unit conclude the guide. Sources of information and a bibliography are listed. This work was prepared under an ESEA Title III contract. (BL)

ED 052 979 SE 012 101
Situation Reports--Barbados, Canada, Papua and New Guinea, St. Vincent, Surinam.
International Planned Parenthood Federation, London (England).
Pub Date May 71
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data
Data relating to population and family planning in six countries are presented in these situation reports. Countries included are Barbados, Canada, Papua and New Guinea, St. Vincent, and Surinam. Information is provided in the following areas where appropriate and if it is available: (1) statistics on population, birth and death rates, G. N. P., for 1950, 1960, and latest date available; (2) general background of ethnic groups, language, religion, economy, communications/education, and medical/social welfare; (3) the family planning situation; (4) planned parenthood association and its history; (5) government attitude toward planned parenthood and family welfare; (6) legislation for family planning and contraception; (7) facts and figures on birth control; (8) planned parenthood training; (9) responsible parenthood and sex education; and (10) other related organizations. Updated information about planned parenthood associations - their names, directors, and addresses - is given for Chile, Colombia, Finland, German Federal Republic, Grenada, Irish Republic, and Venezuela. (BL)

ED 052 980 SE 012 103
Ruckelshaus, William D.
From Awareness to Action.
Pub Date Apr 71
Note—9p.; Paper presented at the second Earth Day Celebration, Ohio State University, Columbus, April 22, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Environment, *Environmental Influences, Natural Resources, Organizational Climate, *Perception, *Responsibility, *Social Action, Speeches
An address evaluating the environmental situation, presented by William D. Ruckelshaus, Administrator of the Environmental Protection Agency, is contained in this document. Delivered for an Earth Day program at Ohio State University, Columbus, Ohio, April 22, 1971, it stresses the point that environmental concern has changed from an era of awareness one year ago to one of action today. The focus is on the individual and the responsibility each bears to move beyond awareness to action to return man to a balance with nature. One must incorporate an assessment of the impact of all that he may plan or do on nature and its finite resources, as well as consider alternatives which might minimize environmental damage. The development of an environmental ethic which values the heritage of man on the earth is needed together with a commitment to back up this belief. While the elements exist for a successful solution to the problems of environmental degradation, man must unite to achieve such goals and offer Americans their best hope for dramatic success in restoration and preservation of the environment. (BL)

ED 052 981 SE 012 104
Analyses of Some Studies on Knowledge, Attitudes and Practices of Family Planning in Several Latin American Countries.
International Planned Parenthood Federation, New York, N.Y.
Pub Date 71
Note—80p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitudes, Behavior, *Contraception, Demography, *Family Planning, Population Trends, *Research, *Social Sciences, Statistical Data
Research dealing with population and family planning in specific Latin American countries is summarized in this collection of demographic studies. Countries for which information is provided include Argentina, Barbados, Bolivia, Brazil, Chile, Colombia, Costa Rica, Guatemala, Haiti, Honduras, Jamaica, Mexico, Nicaragua, and Peru. Each country lists demographic statistics for 1965 and 1970 followed by the name of the specific study or studies; the sample used for the study; the number, sex, location, age, education, economic status, fertility, and religiosity of the sample if available; attitudes on fertility if applicable to the study; and general comments or conclusions drawn from the study. Ample statistical data supplements the narrative information. A bibliography of materials about knowledge, attitudes, and practices of family planning is furnished. (BL)

ED 052 982 SE 012 109
From Sea to Shining Sea, A Report on the American Environment--Our Natural Heritage.
President's Council on Recreation and Natural Beauty, Washington, D.C.
Pub Date 68
Note—304p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Action Programs (Community), Environmental Education, *Environmental Influences, *Natural Resources, *Program Planning, Quality Control, *Rural Environment, Social Responsibility, *Urban Environment
This report presents a limited cross-section of environmental problems and of the actions beginning to be taken to cope with these problems. Its objectives are to: (1) outline progress in environmental improvement programs since the 1965 White House Conference on Natural Beauty, (2) present proposals and recommendations which will stimulate federal, state, local, and private action to further enhance the quality of our environment and the beauty of our nation, and (3) present a guide for action by local officials, professional persons, citizen groups of many kinds, and individuals. The activities described are evidence of a major new national concern for the quality of the American landscape, both natural and man-made. The issue raised by the report is: what kind of environment do we want and need? From this perspective, the report does not conclude that the nation should renew the cities at the expense of the wilderness or that we should preserve the wilderness at the expense of the cities. The conclusion is that a proper environment for Americans requires that we do both. A bibliography of books, pamphlets, periodicals, films, governmental and private organizations and agencies which can help completes the report. (BL)

ED 052 983 SE 012 118
Handler, Philip
The Physical Sciences. Report of the National Science Board Submitted to the Congress.
National Science Foundation, Washington, D.C. National Science Board.
Pub Date 70
Note—77p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. ($0.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Astronomy, Chemistry, *Federal Government, Nuclear Physics, *Physical Sciences, *Policy, Science Facilities, *Science History, *Scientific Enterprise, Scientific Research
Recent advances in the physical sciences, including astronomy, chemical synthesis, chemical dynamics, solid-state sciences, atomic and nuclear science, and elementary particles and high-energy physics are summarized in this report to Congress. The nature of physical science, including its increasing unity, the relationship between science and technology, the connections between pure and applied science, and the importance of new ideas and instruments in planning new experiments and setting scientific priorities are examined. The relevance of the new advances and the nature of science to the well-being of the United States physical science research efforts are discussed. Both government sponsored and industrial research are reviewed, and both sectors are included in the 16 specific recommendations made by the Board. (AL)

ED 052 984 SE 012 119
Witham, Frank
Scientists and Engineers in the Federal Government. Personnel Bibliography Series Number 30.
Civil Service Commission, Washington, D.C.
Pub Date Jan 70
Note—97p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annotated Bibliographies, Creativity, *Engineers, Government Employees, Industrial Personnel, *Job Training, *Performance Criteria, Personality, Recruitment, *Scientists
Annotations and bibliographic information are provided for reports, journal articles and other documents referring to scientists and engineers received by the U. S. Civil Service Commission library between 1965 and 1969. The documents are classified and reported in the following sections: supply and demand for technical personnel; personnel management in the federal government (with subsections on major studies and reports; recruitment, selection and training; and salary administration); managing scientists and engineers in private industry (subheadings are bibliography; general aspects; recruitment and selection; training and development; and pay practices); evaluating performance; selecting and developing technical personnel for management responsibilities; personality and professional characteristics; identifying and developing scientific creativity; and organizational, motivational and supervisory factors affecting performance (subsections for federal government research organizations and industrial organizations). (AL)

ED 052 985 SE 012 123
Anderson, O. Roger
Quantitative Analysis of Structure in Teaching.
Pub Date Jun 71
Note—205p.
Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, New York 10027 ($9.95)
Document Not Available from EDRS.
Descriptors—*Connected Discourse, *Educational Research, *Research Methodology, Science Education, Structural Analysis, *Teaching Styles
A method of analyzing the structure of instructors' verbal statements in terms of the pattern of significant verbal elements in the discourse is described and illustrated by reference to transcripts of science lessons. Directions are provided for calculating the fundamental coefficient of structure (a measure of commonality in successive pairs of discourse units) and the weighted coefficient (a similar measure incorporating a factor reflecting the frequency of different verbal elements in the total lesson). There are also examples of "Kinetograms" which enable patterns of discourse to be analyzed graphically. Rules for the coding of transcripts and the interpretation of kinetograms are developed and exemplified in the analysis of six appended lesson transcripts. The instructional advantages of a number of discourse structures are briefly discussed. (AL)

ED 052 986 SE 012 124
Meissner, Janice
Education for Survival, Massachusetts Resources for Environmental Education.
Massachusetts State Dept. of Education, Boston. Bureau of Curriculum Innovation.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 71
Note—97p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Catalogs, Educational Programs, *Educational Resources, *Environmental Education, *Information Sources, Organizations (Groups), Program Descriptions, Reference Materials
Identifiers—ESEA Title III
The purpose of this publication is to suggest ideas and resources that may help stimulate educational activities focusing on our environment. A cross-section of school programs, educational organizations and institutions, citizen and professional groups, and government agencies located in Massachusetts are described as well as bibliography sources. Each offers particular services for student and teachers who are interested in environmental issues. Following the name of each program/group/source is its address, person to contact, and description of its purpose, activities, and available resource materials. More than 65 sources are catalogued. In addition, information is provided for identifying and updating

knowledge of innovative programs in environmental education in the state of Massachusetts. This work was prepared under an ESEA Title III contract. (BL)

ED 052 987 SE 012 125
Situation Reports--Bahamas, Brazil, Guatemala, Netherlands Antilles (Curacao), Uruguay.
International Planned Parenthood Federation, London (England).
Pub Date Jun 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data

Data relating to population and family planning in four foreign countries are presented in these situation reports. Countries included are Bahamas, Guatemala, Netherlands Antilles (Curacao), and Uruguay. Information is provided under two topics, general background and family planning situation, where appropriate and if it is available. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth and death rates, G. N. P., for 1950, 1960, and latest data available. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, sex education, training opportunities for individuals, families, and medical personnel, program plans, and government programs. Bibliographic sources are given. Updated information about population and family planning in Brazil is also included. (BL)

ED 052 988 SE 012 126
Guidelines and Standards for the Education of Secondary School Teachers of Science and Mathematics.
American Association for the Advancement of Science, Washington, D.C. Commission on Science Education.; National Association of State Directors of Teacher Education and Certification.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 71
Note—83p.
Available from—American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W. Washington, D.C. 20005 (AAAS Publication 71-9)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Objectives, *Guidelines, *Secondary School Mathematics, *Secondary School Science, *Teacher Education

A brief statement of the importance of a liberal education for all teachers is followed by twelve guidelines for the planning, implementation and evaluation of programs for educating prospective secondary school mathematics and science teachers. Each guideline contains a brief rationale, describes the expected skills, and suggests strategies for developing desired competencies and attitudes. The guidelines concern humaneness, societal issues, nature of science and mathematics, science compentencies, mathematics for science teachers, basic mathematics competencies, algorithms and computers, modeling in science and mathematics, communication of science and mathematics, learning conditions, materials and strategies, and continuous learning. Four standards that each teacher-training institution should satisfy, and supporting materials prepared by the project committees or regional working groups, are included. Lists of persons and organizations involved in the guideline preparation are appended. (AL)

ED 052 989 SE 012 130
A Proposal for the Development of a Master Plan for Environmental Education for the State of Illinois. Recommendations of a Statewide Invitational Conference on Environmental Education.
Northern Illinois Univ., Oregon. Lorado Taft Field Campus.
Pub Date Jan 71
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Citizenship Responsibility, *Environmental Education, *Master Plans, Program Proposals, *State Action, Statewide Planning

Suggestions for the development of a comprehensive state plan for environmental education in Illinois are offered in this proposal. They deal with the: (1) rationale for such a plan, (2) identification of environmentally related problems, (3) goals of environmental education, and (4) development of a strategy to achieve these goals. Problems are identified in the areas of people, culture, resources, and the lack of significant action in bringing about environmental quality. The scope and goals of environmental education are defined, and the need for responsibility and accountability for the achievement of the goals is expressed. Exemplary components of a master plan having a major responsibility for environmental education are identified and include: state governments, school districts, colleges and universities, professional associations, businesses and industries, local governments, federal and regional governments, citizen organizations, individual citizens, independent education organizations, and mass media. Each component is described at length, outlining its objectives, constraints, and strategies. Final recommendations emphasize the need for establishing a trans-disciplinary task force to develop a master plan for environmental education for Illinois. (BL)

ED 052 990 SE 012 135
Drew, David E.
A Study of the NSF College Science Improvement Program, American Council on Education Research Reports Volume 6 Number 4.
American Council on Education, Washington, D.C. Office of Research.
Pub Date Jun 71
Note—40p.
Available from—Office of Research, American Council on Education, One Dupont Circle, Washington, D.C. 20036
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Science, Evaluation, Federal Aid, *Federal Programs, *Improvement Programs, *Longitudinal Studies, *Program Evaluation, Science Education

The research reported in this publication assesses the relationship of the receipt of the College Science Improvement Project (COSIP) funds by an institution to the academic performance and the educational, vocational, and scientific aspirations of undergraduates at that institution. This was a longitudinal study involving the distribution of questionnaires to freshmen at 186 institutions during the fall of 1966 and a later distribution of questionnaires to the same students as seniors in December 1969. The criterion variables measured by the questionnaires included the following: college major, anticipated future occupation, persistence in college, review of the student's college education, student's satisfaction with his college, and the nature of the student's planned future work. It was concluded that students are less likely to transfer out of schools which receive COSIP grants. Students in COSIP schools are significantly more likely to aspire toward the Ph.D. There were several small positive relationships between COSIP variables and student plans to teach. The choice of engineering and physics as majors was significantly associated with COSIP funds. (PR)

ED 052 991 SE 012 136
Educational Research European Survey 1970, Volume II, Denmark, Finland, Ireland, Norway.
Documentation Centre for Education in Europe, Strasbourg (France).
Pub Date 71
Note—133p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Educational Research, *International Education, *Program Descriptions, *Research Projects, Surveys
Identifiers—Europe

Volume 2 of the second biannual survey of educational research in member states of the Council of Europe compiles survey replies from Denmark, Finland, Ireland, and Norway. The survey provides detailed yet concise information on the educational research policies of these governments relative to major educational research projects reported or in progress in the country. The report from each country is divided into two parts: (1) activities of educational research organizations, and (2) activities of organizations not primarily concerned with educational research. Details given for each research project include: name of researcher, duration of study, method, and procedures. Some reports include conclusions and references. (RS)

ED 052 992 SE 012 138
Lighthill, M. J. And Others
Metric Units in Primary Schools.
Royal Society, London (England).
Pub Date Apr 70
Note—30p.
Available from—Royal Society, Executive Secretary, 6 Carlton House Terrace, London, S.W.1, England
Document Not Available from EDRS.
Descriptors—*Elementary School Mathematics, *Elementary School Science, *Instruction, *Metric System, *Teaching Guides
Identifiers—United Kingdom

Although this pamphlet is intended as background material for teachers in English primary schools changing to the System International d'Unites (SI units), the form of the metric system being adopted by the United Kingdom, the educational implications of the change and the lists of apparatus suitable for use with children up to 14 years of age are sufficiently general for use in other countries introducing the metric system of weights and measures. Some of the teaching ideas are applicable to introducing metric units for science instruction. (AL)

ED 052 993 SE 012 141
Darling, F. Fraser
The Unit of Ecology.
Conservation Foundation, Washington, D.C.
Pub Date 63
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Indian Culture, *Anthropology, Biology, *Ecology, European History, Land Use, Nomads, Research Needs, *Science History, Scientific Research

After summarizing the development of ecology from botanical and zoological studies to a study of entire biological communities, the history of wool growing in England and the development of nomadism on the Asian steppes and the North American prairies is described. These examples are interpreted ecologically and used to illustrate the theses that human civilization is a result of learning how to use the stored wealth of ecological climaxes, and that any ecological approach to the study of human society--whether historical, sociological, agricultural, anthropological, or economic--must recognize the changing nature of man's habitat and society. However, the scope of ecology should not be expanded to become all-embracing, or the ecologist will become "the supreme irritating busybody." Suggestions for the organization of ecological research are made. (AL)

ED 052 994 SE 012 142
Sagness, Richard Lee
A Study of Selected Outcomes of a Science Pre-Service Teacher Education Project Emphasizing Early Involvement in Schools of Contrasting Environmental Settings.
Ohio State Univ., Columbus.
Pub Date 70
Note—272p.
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-7555, X-$10.00 M-$4.00)
Document Not Available from EDRS.
Descriptors—*Culturally Disadvantaged, Doctoral Theses, Evaluation, Program Evaluation, *Secondary School Science, *Student Teaching, *Teacher Education, *Urban Teaching
Identifiers—Cultural Attitude Inventory, Science Classroom Activities Checklist

Two pre-service science teacher education programs, one (project) utilizing classroom experience in urban and suburban schools prior to student teaching and the other (non-project) based on methods courses and other university courses with little early classroom experience before student teaching were compared by administering questionnaires and the following instruments: Science Classroom Activities Checklist: Teacher Perceptions; Science Classroom Activities Checklist: Student Perceptions; and the Cultural Attitude Inventory. Compared with non-project student teachers, project participants had greater knowledge of culturally deprived students at the end of the first professional quarter, held less positive views of cul-

turally deprived students and of science activities appropriate for urban schools after student teaching, and used fewer activities thought to implement the general objectives of science education. For both groups the major influence on the instructional activities used during student teaching was the cooperating teacher. Criteria that may be useful for selection of schools and cooperating teachers for student teaching experience are suggested. Appendices contain copies of all instruments and questionnaires except the Cultural Attitude Inventory. (AL)

ED 052 995 SE 012 153
Elementary Science Curriculum, Grade 1.
Stoneham Public Schools, Mass.
Pub Date Feb 70
Note—108p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Guides, *Elementary School Science, General Science, Grade 1, *Instruction, *Laboratory Procedures, Science Activities, Scientific Enterprise, *Teaching Guides
This is one of a set of curriculum guides for the Stoneham Elementary School Science Program (see SE 012 153 - SE 012 158). Each guide contains a chart illustrating the scope and sequence of the physical, life, and earth sciences introduced at each grade level. For each of the topics introduced at this grade level, an overview of the topic, a list of concepts to be developed, motivating ideas, suggested activities to develop each concept, a reading list, a list of supplies needed, and examples of student work sheets are provided. In most activities, the teacher is expected to involve all students in experimenting and applying scientific thinking. The topics covered in the grade one guide are: magnets, the earth in space, growing plants, weather and changes of state, animal diversity and characteristics, and human growth. (AL)

ED 052 996 SE 012 154
Elementary Science Curriculum, Grade 2.
Stoneham Public Schools, Mass.
Pub Date [70]
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Elementary School Science, General Science, Grade 2, *Instruction, *Laboratory Procedures, Science Activities, Scientific Enterprise, *Teaching Guides
This is one of a set of curriculum guides for the Stoneham Elementary School Science Program (see SE 012 153 - SE 012 158). Each guide contains a chart illustrating the scope and sequence of the physical, life, and earth sciences introduced at each grade level. For each of the topics introduced at this grade level, an overview of the topic, a list of concepts to be developed, motivating ideas, suggested activities to develop each concept, a reading list, a list of supplies needed, and examples of student work sheets are provided. In most activities, the teacher is expected to involve all students in experimenting and applying scientific thinking. The topics covered in the grade two guide are: animal structure, molecules, plant diversity and structure, animal diversity and structure, and fossils and evolution. (AL)

ED 052 997 SE 012 155
Elementary Science Curriculum, Grade 3.
Stoneham Public Schools, Mass.
Pub Date [70]
Note—98p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Elementary School Science, General Science, Grade 3, *Instruction, *Laboratory Procedures, Science Activities, Scientific Enterprise, *Teaching Guides
This is one of a set of curriculum guides for the Stoneham Elementary School Science Program (see SE 012 153 - SE 012 158). Each guide contains a chart illustrating the scope and sequence of the physical, life, and earth sciences introduced at each grade level. For each of the topics introduced at this grade level, an overview of the topic, a list of concepts to be developed, motivating ideas, suggested activities to develop each concept, a reading list, a list of supplies needed, and examples of student work sheets are provided. In most activities, the teacher is expected to involve all students in experimenting and applying scientific thinking. The topics covered in the grade three guide are: magnets, the water cycle and clouds, composition and structure of the earth, the earth in space, simple machines (inclined planes, levers, pulleys), and ecological communities. (AL)

SO

ED 052 998 SO 000 890
Andreas, Burton G. And Others
Research Into Process Curricula.
Eastern Regional Inst. for Education, Syracuse, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Mar 70
Note—199p.; Papers presented at the Annual Convention, American Educational Research Association, New York, New York, 1970
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cognitive Objectives, *Consultation Programs, *Curriculum Development, *Curriculum Evaluation, Curriculum Research, *Diffusion, Educational Innovation, Educational Needs, Educational Objectives, Elementary Grades, *Inservice Education, Science Curriculum, Student Centered Curriculum
Identifiers—Curriculum Implementation, *Process Education
These papers are related to the basic comprehensive research and development plan of the Eastern Regional Institute for Education (ERIE). The first paper, Improving Process Education: A Comprehensive Plan by Burton G. Andreas, describes the comprehensive plan and introduces the succeeding papers. The goals of the program are to improve process education in elementary schools by: 1) assisting administrators with the selection and installation of process-oriented curricula; 2) providing, and causing to be provided, the necessary inservice preparation for teachers; 3) monitoring the curriculum installation by offering regular assessment and consultant services; and, 4) using evaluative feedback to improve upon these installation and diffusion strategies. The other papers are: 1) Analysis of Process Curricula, by Henry P. Cole and Albert Seferian; 2) Curriculum Augmentation and Validation, by Henry P. Cole; 3) Curriculum Installation and Diffusion Strategies, by James M. Mahan; 4) Evaluation of Curricular Programs, by Richard C. Wallace, Jr. and Richard Shavelson; and, 5) Variables Affecting Installation by Richard S. Andrulis. References and statistical tables are included. (Author/DJB)

ED 052 999 SO 001 262
Yandell, Wilson
Teaching About Conflict as It Relates to War.
Diablo Valley Education Project, Berkeley, Calif.; New York Friends Group, Inc., New York. Center for War/Peace Studies.
Pub Date 15 Oct 69
Note—30p.; Paper presented at a Conference, Center for War/Peace Studies, San Francisco, California, March, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Objectives, Aggression, Behavioral Sciences, Concept Teaching, *Conflict, *Conflict Resolution, *Curriculum Development, Foreign Relations, Interaction Process Analysis, Political Socialization, Problem Solving, Psychological Patterns, *Social Studies, Social Systems, Violence, World Affairs, *World Problems
Identifiers—Diablo Valley Education Project, Peace, Social Control, Values Education, *War
This consultant paper for a war/peace curriculum development project is concerned with the challenge of preparing members of our society for a more rational approach to problems of inter-nation conflict. The nature of conflict and conflict solution in relation to the experience of learning are emphasized. Topics discussed include: 1) effect of physical environment upon evolution of man; 2) aggression, and human behavior; 3) psychological processes and values; and, 4) war as a social institution. The characteristics of human reaction to this fear are explored, such as dehumanization, alienation, and social involvement. Also discussed are: 1) unconscious defense mechanisms; 2) intra- and intergroup conflict; 3) socio-economic and political forces; 4) ethnocentrism; and, 5) communication problems. Guidelines suggest teaching these concepts: 1) idea of a world in which conflict, but not inevitably war, will continue to exist; 2) alternatives to violence are available as outcomes of conflict situations; 3) conflict can function as a creative force; and, 4) there is a need for new institutions for the conduct of conflict and the control of violence. A bibliography of 24 books and articles is appended as well as a list of 9 additional reference sources. Other consultant papers in this Inquiry session are SO 001 262 through SO 001 265. Related documents in this curriculum development project are SO 001 259 through SO 001 267. (Author/JSB)

ED 053 000 SO 001 263
Zetterbaum, Marvin
[Self and Political Order. With Comments.]
Diablo Valley Education Project, Berkeley, Calif.; New York Friends Group, Inc., New York. Center for War/Peace Studies.
Pub Date 70
Note—32p.; Paper presented at a Conference, Center for War/Peace Studies, San Francisco, California, March, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Sciences, *Citizenship, Fundamental Concepts, Human Relations, Individual Needs, Personal Values, *Philosophy, Political Science, *Political Socialization, *Self Actualization, *Self Concept, Social Behavior, Social Responsibility, Social Studies, Social Systems, Social Values, Values
Identifiers—Counter Culture, Diablo Valley Education Project, Intellectual History, Nietzsche, *Political History, Social Control
This consultant paper for a curriculum development project in the war/peace field is concerned with the concept of self, and the seeming conflict between demands of the individual self and demands of the political order, or the sense of community. Both classical and modern political philosophy are explored in discussing the difficulties of definition. Main interpretations investigated include: 1) the idea of the soul as a substitute for self, historical works of Socrates and Plato; 2) the unique individual, or the autonomous self, derived through Nietzschean philosophy; 3) the notion of the self as role player, a viewpoint of Kariel; and, 4) the interconnection of self and order, called the social self, or the genuine self as envisioned by Etzioni. Additional factors in understanding the meaning of self are investigated such as, basic human needs, autonomy, freedom, social values, socialization, equality, responsibility, social stability, and a counter culture philosophy. Appended to the paper are critical comments and analysis by David Marvin and Stanley Coppersmith. Other consultant papers from this Inquiry session are SO 001 262 through SO 001 265. Related documents from the Diablo Valley Education Project are SO 001 259 through SO 001 267. (Author/JSB)

ED 053 001 SO 001 265
North, Robert
Violence: Interpersonal, Intergroup, and International. With Comments.
Diablo Valley Education Project, Berkeley, Calif.; New York Friends Group, Inc., New York. Center for War/Peace Studies.
Pub Date 15 Oct 69
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conflict, Conflict Resolution, Decision Making, *Foreign Relations, Human Relations, Interaction Process Analysis, *Intergroup Relations, *Models, Policy Formation, Political Power, Political Science, Systems Approach, *Violence, World Affairs, World Problems
Identifiers—Nation States, Peace, *War
This paper takes a holistic view of the conditions and causes of conflict and violence. Beginning with an analysis of interaction and conflict between individuals, the author proceeds to examine its occurrence on the group, organization, and nation-state level. He points out that since all human interaction involves some conflict, we should consider alternative modes for conflict management. Several uni-causes have at times been put forth for war--including biological instinct, a form of psychotic behavior, etc. The line of argument taken here is that national leaders will always try to move their nation in directions which reduce whatever discrepancies they perceive between the state of affairs they believe they are living in, and the state of affairs

they prefer. Based on this analysis, the general dynamics of conflict and violence between nations of varying levels of power are examined. The author points out that because of these dynamics, warfare is almost inseparable from the nation state (and empire) system as it has existed with the exception of a few countries such as Sweden, who have chosen to play world politics in a different way. Comments on Prof. North's presentation by Irving Janis and Thomas Milburn accompany the document. Related documents are SO 001 259 through SO 001 267. (JLB)

ED 053 002 SO 001 301

DEEP 1969. Perspectives on a 5-Year Experiment in Curriculum Change.

Joint Council on Economic Education, New York, N.Y.

Pub Date 69

Note—108p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($3.50)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Curriculum Problems, *Curriculum Research, *Economic Education, Economics, Elementary Grades, Program Descriptions, *Program Evaluation, *Projects, Secondary Grades, Social Studies

Identifiers—DEEP, *Developmental Economics Education Program

This report analyzes the five year history of the Developmental Economic Education Program (DEEP). The authors have written from a variety of perspectives explaining how and why certain objectives were realized and others were not. Because their perspectives are different, the authors do not always agree in their interpretations. In the first two chapters, DEEP is examined from the viewpoint of three Joint Council on Economic Education Staff members. M. L. Frankel recounts the history while John E. Maher and S. Stowell Symmes go on to review the changes in programs and goals brought about through experience. The succeeding five chapters examine five years of experimentation from the critical standpoint of educators outside Joint Council staff. George P. Hollenbeck evaluates the program from an external viewpoint. Donald D. Dowd, Sidney P. Marland, John F. Soboslay, and Suzanne Wiggins examine DEEP utilizing their in-service experience with DEEP school systems. The last chapter, by Thomas Hastings, is a total assessment of all these reports. (Author/AWW)

ED 053 003 SO 001 304

Economic Education Experiences of Enterprising Teachers. Volume 7.

Joint Council on Economic Education, New York, N.Y.

Pub Date 70

Note—132p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($1.25)

Document Not Available from EDRS.

Descriptors—Classroom Research, *Curriculum Development, Curriculum Research, *Economic Education, Educational Development, *Educational Strategies, Elementary Grades, *Experimental Programs, Higher Education, Instructional Innovation, Program Descriptions, School Districts, Secondary Grades, *Social Studies Units, Teaching Techniques

Identifiers—*Kazanjian Foundation Awards

This pamphlet contains selected articles submitted as entries in the 1969 Kazanjian Awards Program for the Teaching of Economics. In these short articles teachers disclose educational strategies in precise step-by-step detail, indicating exactly how they conveyed an economic fact, problem, or concept to their students. The articles are grouped by education level, thus Chapter One is devoted to the primary grades, Chapter Two to the intermediate grades, Chapter Three to junior high school, Chapter Four to high school, and Chapter Five to college. In addition to the major articles on educational strategies in economics, a section titled "Good Ideas in Brief" is appended at the close of each chapter containing one paragraph descriptions of simple economic teaching strategies. A final sixth chapter on research in economic education in elementary, secondary, and college grade levels has been included. (Author/AWW)

ED 053 004 SO 001 308

Darcy, Robert L. Powell, Phillip E.

Manpower and Economic Education: Opportunities in American Economic Life. Revised Experimental Edition.

Joint Council on Economic Education, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 70

Note—329p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($3.50)

Document Not Available from EDRS.

Descriptors—Curriculum Guides, *Economic Education, *Economics, Experimental Curriculum, Grade 8, Grade 9, Grade 10, *Labor Economics, *Labor Education, *Manpower Development, Manpower Needs, Manpower Utilization, Secondary Grades

Identifiers—*United States Office of Education

This eighth, ninth, or tenth grade year-long economic education course is written from the viewpoint of the individual as a worker/income-earner. Its primary purpose is to provide the schools with a means for improving the preparation of young people for effective participation in the changing economy. The educational objectives are: 1) to develop an understanding of the economic process and the role of work; and, 2) to explain how students can enhance their future employability, productivity, earnings, and work satisfaction by investing in the development of their own knowledge, skills, motivation, and behavior patterns. The course consists of 75 separate lessons averaging four pages in length. Each lesson begins with an abstract outlining the central topic or concept to be studied, followed by the main text with questions to be answered in writing or in class discussion. In addition, statistical charts and tables are provided to enable the student to test assertions or conclusions against empirical facts. A summary paragraph racapitulates and emphasizes the most essential understandings the students should have learned. These instructional materials were tested in eight Ohio schools during the fall semester of the 1967-68 school year. (Author/AWW)

ED 053 005 SO 001 360

Lutz, William, Ed. Brent, Harry, Ed.

On Revolution.

Pub Date 71

Note—353p.

Available from—Winthrop Publishers, Inc., 17 Dunster Street, Cambridge, Massachusetts 02138 ($6.95; Paperback, $4.50)

Document Not Available from EDRS.

Descriptors—*Activism, Educational Sociology, Essays, Higher Education, Secondary Grades, *Social Change, Socioeconomic Influences, *Student Attitudes, *Student College Relationship, Theories

Identifiers—Intellectual History, *Revolution

By bringing together many substantive yet disparate views on revolution, this book attempts to treat this rather emotional subject in a serious and objective manner. It attempts to bring history to bear on the modern radical scene by presenting the ideas of Marx, Lenin, Trotsky, Stalin, Mao Tse-tung, and others, along with those of modern students. The book proceeds from an examination of the basis of revolution, to the theory and practice of revolution, and finally to an analysis of the type of society that would exist after such a restructuring. Some of the questions it poses are: On what grounds is revolution necessary or desirable? Is there a theory of revolution that is viable in the modern world? Do contemporary upheavals on campus have anything to do with revolution. Each of the six chapters presents a series of essays on that topic. In Chapter 5, the Revolution on Campus, Professor George Adams points up that the university exists not to free the human mind and spirit, but to train technicians and bureaucrats who will maintain the present socioeconomic structure; Carl Davidson presents theoretical and tactical considerations for student revolutionaries; Mario Savio articulates the students' awareness of the function of the university and their decision to alter it; and, Mark Rudd points out that the students want a total restructuring of American society. (Author/JLB)

ED 053 006 SO 001 417

Leopold, Luna B. And Others

A Procedure for Evaluating Environmental Impact.

Geological Survey, Washington, D.C.

Pub Date 71

Note—29p.; Geological Survey Circular 645

Available from—U.S. Geological Survey, Washington, D.C. 20242 (No Charge)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Environmental Criteria, *Environmental Influences, *Environmental Research, Guidelines, Models, Physical Environment, *Research Criteria, Social Factors, Standards

This report contains one of the first procedures available to environmental impact statements. The heart of the system is a matrix which is general enough to be used as a reference checklist or a reminder of the full range of actions and impacts on the environment that may relate to any proposed action. This comparatively simple system is intended as a guide for the many people who are faced with the preparation of reports. The matrix is composed of two axes: 1) Existing Characteristics and Conditions of the Environment; and, 2) Proposed Actions which May Cause Environmental Impact. The first has the following major divisions: Physical and Chemical Characteristics, Biological Conditions, Cultural Factors, and, Ecological Relationships. The second has the following: Modification of Regime, Land Transformation and Construction, Resource Extraction, Processing, Land Alteration, Resource Renewal, Change in Traffic, Waster Emplacement and Treatment, Chemical Treatment, and Accidents. (Author/AWW)

ED 053 007 SO 001 439

The Rasberry Exercises: How to Start Your Own School (and Make a Book).

Pub Date 70

Note—136p.

Available from—Freestone Publishing Company, 440 Bohemian Highway, Freestone, California 95472 ($4.45; Quantity Discounts)

Document Not Available from EDRS.

Descriptors—Educational Methods, Educational Philosophy, Elementary Schools, *Experimental Schools, Integrated Curriculum, Interdisciplinary Approach, *Progressive Education, *School Administration, School Community Relationship, *School Organization, *School Planning, Secondary Schools

Identifiers—*Free Schools

This book surveys the philosophy, methodology, and mechanics of free schools, along with presenting detailed suggestions on how a free school might be organized and administered. The book primarily discusses lower schools but does provide a chapter of information about free schools at the high school level. The book has an artistic format with many illustrations and notes which expand or define the major topic. The following chapter titles indicate the scope of the book: 1) In Search of Context; 2) Getting Started; 3) Details; 4) Doing It; 5) People and People Problems; 6) Alternative High Schools; and, 7) There are no Limits. An appendix is included which describes existing progressive public schools, and resources available for use in free schools. (AWW)

ED 053 008 SO 001 454

Harris, M. A.

A Negro History Tour of Manhattan. Contributions in Afro-American and African Studies.

Report No—R-16

Pub Date 68

Note—130p.

Available from—Greenwood Publishing Corporation, 211 East 43rd Street, New York, New York 10017 ($3.95)

Document Not Available from EDRS.

Descriptors—*African American Studies, *Area Studies, Black Community, Field Trips, Negro Businesses, Negro Colleges, Negro Culture, Negro Employment, *Negro History, Negro Housing, Negro Institutions, Negro Leadership, Negro Organizations, Negro Role, *Social Studies, *United States History

Identifiers—*New York City, Sightseeing Guide

A unique field trip guide, this brief book interrelates the history of Manhattan with that of the United States as these stories were affected by Black Americans. Obscure and famous landmarks in Manhattan serve as focal points for the narra-

tives on people, places, events, institutions, and organizations from 1624 to the present. Beginning with Old New York, other sections of the "tour" are: City Hall, Greenwich Village, Union and Madison Squares, Times Square, Radio City, Central Park, and Harlem. Personalities discussed include Granville T. Woods, who won several patent suits against Thomas Edison, and Leo Pickney, the first American drafted for a foreign war. Places include the African Grove Theatre where whites had to sit in the balcony. Written with pride as well as humor, this guide can be used by those who have never been to nor will ever visit Manhattan. (DJB)

ED 053 009 SO 001 457
Feeley, Dorothy M.
Learning to Live in Today's World. Grade 1.
Stoneham Public Schools, Mass.
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—African American Studies, American Indian Culture, Bibliographies, Chinese Americans, Citizenship, *Community Study, Cultural Awareness, Discussion (Teaching Technique), Elementary Grades, Eskimos, *Ethnic Studies, Field Trips, Grade 1, *Human Relations Units, *Intergroup Education, Multimedia Instruction, Puerto Rican Culture, *Social Studies Units
Identifiers—Massachusetts
The supplementary primary grade social studies units have been developed in order to guide the child in the decision-making areas of citizenship, values, and human relations, and to develop within him a better understanding of his immediate environment and that of the world in which he lives, and to help him to adapt to a changing society and its demands. They are to be used as stepping stones towards developing a new awareness of the multi-racial and multi-ethnic groups including: Blacks, American Chinese, American Indians, Puerto Ricans, and Eskimos. The specific objectives of this unit for grade one are: 1) an appreciation of the relationship and interdependence of home, school, community, and the world; 2) an awareness of the need to belong to different groups; 3) an understanding that different nationalities celebrate different holidays; 4) an awareness of differences in personal appearance; and, 5) an awareness of the differences in urban and suburban life. Group discussion stimulated by inquiry questions is suggested along with role playing. Photographs, exhibits, assemblies, field trips, art, films and filmstrips are integral parts of the learning activities. A seven-page list of books for both students and teachers, and filmstrips is included. SO 001 458 and SO 001 459 are the units for grade two and grade three. (Author/SBE)

ED 053 010 SO 001 458
Feeley, Dorothy M.
Ethnic Groups in Our World Today. Grade 2.
Stoneham Public Schools, Mass.
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—African American Studies, American Indian Culture, Bibliographies, Chinese Americans, Citizenship, *Community Study, Cultural Awareness, Discussion (Teaching Technique), Elementary Grades, Eskimos, *Ethnic Studies, Grade 2, *Human Relations Units, *Intergroup Education, Multimedia Instruction, Puerto Rican Culture, *Social Studies Units
Identifiers—Massachusetts
The overall objectives and teaching techniques for the supplementary primary grade social studies units are described in SO 001 457. The specific objectives of this unit for grade two are: 1) to discover differences and similarities found in people through understanding of their basic needs, desires, and problems; 2) to become aware of the differences and similarities found in the community; 3) to understand the cause and need of change within a community; 4) to recognize the fact that many people from minority groups have contributed much toward education, music, science, and modern day politics; 5) to become aware of and understand the customs, life styles (food, clothing, shelter), and background of the Blacks, American Chinese, American Indians, Puerto Ricans, Eskimos; and, 6) to recognize the advantages of the various types of communication available today. Student evaluation tips, and a nine-page list of books for both students and teachers, and films, filmstrips, and recordings is included. SO 001 459 is the unit for grade three. (Author/SBE)

ED 053 011 SO 001 459
Feeley, Dorothy M.
Everybody is Somebody. Grade 3.
Stoneham Public Schools, Mass.
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—African American Studies, American Indian Culture, Bibliographies, Chinese Americans, Citizenship, *Cultural Awareness, Discussion (Teaching Technique), Elementary Grades, *Ethnic Studies, Grade 3, *Human Relations Units, *Intergroup Education, Multimedia Instruction, Puerto Rican Culture, Social Problems, *Social Studies Units
The overall objectives and teaching techniques for the supplementary primary grade social studies units are described in SO 001 457. The specific objectives of this unit for grade three are: 1) to show that ethnic differences are superficial, that we are all human beings and differences are a part of the American heritage; 2) to explore the various meanings of Black Power; 3) to understand the background and achievements of the people of the past, present, and future; 4) to enhance the awareness of the customs, life styles, and backgrounds of the various ethnic groups; and, 5) to develop within each child a strong feeling of patriotism and democracy based on a strong knowledge of his American heritage, and a sense of dignity and self-respect. Each section on Blacks, Puerto Ricans, American Chinese, and the American Indian contains: 1) background on their native country including history, geography, culture and life styles, economy, and government; 2) American heritage or background; 3) current views and problems; 4) contributions of the group and specific individuals in politics, exploration, education, athletics, entertainment, humanities, business, and science and technology; 5) suggested activities; 6) student evaluation tips; 7) student and teacher references; 8) audiovisual aids such as filmstrips, music, films, recordings. SO 001 458 is the unit for grade two. (Author/SBE)

ED 053 012 SO 001 470
Nortman, Dorothy
Reports on Population/Family Planning. Population and Family Planning Programs: A Factbook.
Population Council, New York, N.Y.
Pub Date 71
Note—48p.
Available from—Information Office, The Population Council, 245 Park Avenue, New York, New York 10017
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Contraception, *Demography, Developed Nations, Developing Nations, Economic Development, *Family Planning, National Demography, *National Programs, Population Distribution, Population Growth, *Population Trends, Public Policy, Social Factors, *Statistical Data, Tables (Data)
Identifiers—*Population Education
This third annual "Factbook," containing neither text nor charts, is a supplement rather than an entirely new edition. It consists of 17 tables with new information and a new map of the world showing current government positions of family planning programs and policies. As in earlier editions, the tables are the core of this report. They contain data organized in three major sections: 1) a worldwide overview of information on population, economic development, and governmental positions on family planning for broad geographic regions; 2) demographic, social, and economic characteristics for individual countries in both the developing and developed world; and, 3) national family planning policy and program data, including such information as personnel and funds allocated to services, acceptors, and estimated current users of such services. Data presented in the tables are taken or computed from published and unpublished sources, as specified. In some cases data are estimates based on incomplete information. International comparisons are to be viewed with caution because of differences among the countries in concept, definition, and operation. (Author/JLB)

ED 053 013 SO 001 486
Bronfenbrenner, Urie Condry, John C., Jr.
Two Worlds of Childhood: U.S. and U.S.S.R.
Russell Sage Foundation, New York, N.Y.
Pub Date 70
Note—196p.
Available from—Russell Sage Foundation, 230 Park Avenue, New York, New York 10017 ($7.95)
Document Not Available from EDRS.
Descriptors—Anti Social Behavior, Child Care Centers, *Child Rearing, Collective Settlements, Communism, Comparative Education, Cross Age Teaching, *Cross Cultural Studies, Cultural Differences, *Early Childhood Education, *Family Role, Parent Attitudes, Parent Child Relationship, Social Development, Social Influences, *Socialization, Social Problems, Social Sciences
Identifiers—*Soviet Union, United States
Drawing on cross-cultural research data and related findings, this book presents a comparative examination of the socialization process in the Soviet Union and the United States, and relates the findings to the present and future societies at large. It begins with descriptive facts, examines their implications in light of data and theory from the social sciences, and ends with a blueprint for change within our own society. The socialization process is analyzed as it occurs in a series of social contexts beginning with the family, then proceeding to other settings such as preschool centers, children's groups, classrooms, neighborhoods, communities, and the nation as a whole. In terms of socialization, the major difference between the two cultures lies in the contrast between a collective centered and family-centered system of child rearing. The first chapters consider the role of family and collective settings in the Soviet Union and their psychological implications. The remainder of the book considers American approaches to socialization, identifying and describing the major environmental influences on the behavior and development of children, and their increasing importance. The author concludes that the rather different Soviet approach to socialization has significance for our own problems. (Author/JLB)

ED 053 014 SO 001 487
McDiarmid, Garnet Pratt, David
Teaching Prejudice: A Content Analysis of Social Studies Textbooks Authorized for Use in Ontario.
Ontario Inst. for Studies in Education, Toronto.
Report No—Curric-Ser-12
Pub Date 71
Note—134p.
Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada ($2.50)
Document Not Available from EDRS.
Descriptors—American Indians, *Ethnic Groups, Evaluation Methods, Immigrants, Jewish Stereotypes, Jews, Majority Attitudes, *Minority Groups, Negroes, *Racial Attitudes, Racial Discrimination, *Social Studies, Textbook Bias, Textbook Content, *Textbook Evaluation, Textbook Research
Identifiers—*Canada, Moslems, Ontario
This report of a study, undertaken at the request of the Ontario Human Rights Commission, details: 1) precedents and historical backgrounds in textbook analysis; 2) the methodology of the present study; and, 3) recommendations based on the findings. Groups selected for study were: Jews, immigrants, Moslems, Negroes, and American Indians. The research design called for quantitative analysis of "evaluative assertions" made about the above groups in all textbooks authorized for use in grades 1-12, and in print on June 1, 1968. Findings indicate that facts and theories which are outmoded, even false, still find their way into textbooks, dealing a heavy dose of "un-themism." Further, there is little attempt in school texts to discuss in any detail basic issues concerning racial differences or prejudice. Given the strong reliance on textbook teaching which still prevails, these are serious faults. It is recommended that: 1) for errors of commission, the publishers be asked to make appropriate revisions; 2) for errors of omission, books be sought or commissioned which provide scholarly, up-to-date information on minorities and the dynamics of prejudice; and, 3) that these be approved for use on the Ontario schools. Appendices contain a listing of the textbooks analyzed, as well as a technical discussion of the investigative technique which can be used by students, teachers, and other researchers. (JLB)

ED 053 015 SO 001 492
Studies on Idealism in American Life. Program in American History and Civilization.
Tufts Univ., Medford, Mass. Lincoln Filene System for Citizenship and Public Affairs.
Pub Date 69
Note—81p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Culture, Concept Teaching, Discussion (Teaching Technique), Inquiry Training, *Philosophy, Secondary Grades, Slavery, *Social Change, Social Studies Units, Social Systems, *Social Values, *United States History
Identifiers—Abolitionism, *Idealism, Penal Reform, Socialism, Values Education
This narrative unit on idealism was developed as an illustration of minority group efforts to reform the social structure of American democracy, the implications being that American life was in many respects lacking. The general teaching objectives are: 1) to stimulate student consideration of what would be their ideal society; 2) to foster a feeling that human institutions can be improved and effectively changed; 3) to value individual and group efforts to improve society; 4) to appreciate a goal which holds out for something better than a life based on material things; and, 5) to understand why people drop out of society and what problems they face. The narratives are divided into two sections: the first briefly describes conditions as they existed before a response was made to the condition; the second section deals with the form which the response took. Except for a narrative on peace, all the others have historical roots in the nineteenth century and include selections on utopian socialism, penal reform, and abolitionism. The methods shown in these narrative studies should invite comparison with present idealisms, which, for the most part, are a continuation of earlier ones. The readability range in all five narratives runs from a reading grade level of seven plus to eleven plus. Discussion questions to encourage inquiry, a vocabulary list, and a test are included. (Author/SBE)

ED 053 016 SO 001 493
Technology: The Culture of Machine Living. Program in American History and Civilization.
Tufts Univ., Medford, Mass. Lincoln Filene System for Citizenship and Public Affairs.
Pub Date 69
Note—77p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Culture, *Automation, Concept Teaching, Discussion (Teaching Technique), *Environmental Education, Inquiry Training, Leisure Time, Mass Media, Resource Guides, Secondary Grades, *Social Change, Social Studies Units, Social Systems, *Social Values, Technological Advancement, United States History
Identifiers—Values Education
The readings in this narrative unit are concerned with the machine's role today and its future use in shaping man's environment. The general teaching objectives are to enable the student: 1) to adapt to a society directed toward total living, rather than one in which he earns a living; 2) to understand that uncontrolled technological advance may result in alienation and a devaluation of the human world; 3) to see himself as the beneficiary, rather than the victim, of a new social environment brought about by automation and invention; and, 4) to trust in man's ability to choose the changes the machine brings. The selections for the unit have been organized under three main titles: 1) The Machine: Friend or Foe; 2) Automation: Life with a Black Box; and, 3) The Culture of Machine Living. The first two parts include the traditional "Ballad of John Henry," an exposition of automation, and selected science fiction stories of previous years. The third part includes essays which present two problems of living in our culture: increased leisure time, and the intrusions in our environment by mass communication and excessive mobility. Discussion questions to encourage inquiry, a resource guide, and a vocabulary list are included. SO 001 492 through SO 001 494 are related units. (Author/SBE)

ED 053 017 SO 001 494
Studies on Intolerance in American Life. Program in American History and Civilization.
Tufts Univ., Medford, Mass. Lincoln Filene System for Citizenship and Public Affairs.
Pub Date 69
Note—64p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Culture, Communism, Concept Teaching, Discussion (Teaching Technique), *Human Relations Units, Inquiry Training, Secondary Grades, *Social Change, Social Studies Units, *Social Values, *United States History
Identifiers—*Scapegoating, Social Control, Values Education, Witchcraft
The narrative selected for this unit on intolerance illustrates the perennial and universal methods for scapegoating. The general teaching objectives are to lead the students: 1) to feelings of tolerance toward individuals and groups who are different; 2) to investigate intolerance in terms of some of its causes: fear, deprivation, threatened self-interest, personal shortcomings; 3) to understand the nature of scapegoating; 4) to empathize with the victims of scapegoating; 5) to awareness of the practice of scapegoating in their own lives; 6) to appreciate the frustration and pain of being accused unjustly; 7) to appreciate the danger of governmental practices which allow for special repressive measures against certain groups or organizations deemed dangerous; and, 8) to develop skill in evaluating visual and written materials and to evaluate false and unjust accusations. The historical topics are: the Salem witchcraft trials with Biblical reference, and Senator Joseph McCarthy's accusations of Owen Lattimore, including the Red Scare of the early 1920's, the Cold War after 1945, and the Korean War. Audiovisual aids and supplementary reading materials are suggested for the purposes. Discussion questions to encourage inquiry, a vocabulary list, and a test are also included. SO 001 492 through SO 001 494 are related units. (Author/SBE)

ED 053 018 SO 001 504
Oppenheimer, Valerie K.
Population. Headline Series.
Foreign Policy Association, New York, N.Y.
Report No—R-206
Pub Date Jun 71
Note—97p.
Available from—Foreign Policy Association, 345 East 46th Street, New York, New York 10017 ($1.00)
Document Not Available from EDRS.
Descriptors—Contraception, *Demography, Developed Nations, Developing Nations, Ecological Factors, Environmental Education, *Family Planning, Hunger, Industrialization, National Programs, *Overpopulation, *Population Growth, Population Trends, Resource Materials, Secondary Grades, Socioeconomic Influences, World Problems
Identifiers—Life Styles, *Population Control, Population Education
Useful as background reading or secondary classroom material, this pamphlet reviews several dimensions of world population growth and control. The first of seven chapters, World Population Growth: Past, Present and Future, discusses some of the reasons for the greatly accelerated growth since 1950, and points out that even significantly rapid declines in family size would not immediately result in comparable declines in population growth. The second chapter, The Developing Countries: The Race Between Food and Population, examines the Green Revolution in some depth. Industrialized Societies Versus the Environment compares the role of population growth with that of life styles, and concludes that while the solution to most problems cannot lie in population control alone, the chances for solution would be greatly enhanced by major reductions. The next two chapters examine the role of family planning programs in developing and industrialized nations, and the interaction of these programs with various pronatalist and socioeconomic factors. The author points out that middle class America--not the poor-- contributes the bulk of births (68.2%) in the United States. Beyond Family Planning considers other approaches, such as use of economic incentives, for population control. The last section provides discussion questions to help plan a study-group program or classroom teaching unit, and a short bibliography. (JLB)

ED 053 019 SO 001 505
The World Population Crisis. What It Is and Where to Get Information About It.
Foreign Policy Association, New York, N.Y.
Pub Date Aug 68
Note—36p.
Available from—Foreign Policy Association, 345 East 46th Street, New York, New York 10017 ($1.00)
Journal Cit—Intercom; v10 n4 p18-56 Jul-Aug 1968
Document Not Available from EDRS.
Descriptors—Annotated Bibliographies, Citizenship Responsibility, *Curriculum Development, Demography, Inductive Methods, *Overpopulation, *Population Trends, *Resource Guides, Secondary Grades, Social Sciences, *Social Studies, Statistical Data, Teaching Techniques
Identifiers—*Population Education
The present and future outlines of the population crisis are described in an article by Philip Hauser, and the role of responsible citizens in this crisis is the topic of an article by John D. Rockefeller III. Following this introduction is a complete resource guide for teachers. All classes of materials are reviewed, including background readings, statistical sources, classroom and student material, and films. A list of institutional resources is provided, with complete description of their purposes and the kinds of material they offer. Inductive teaching strategies suited to the study of population are suggested, along with specific methods for incorporating the study of population into the curriculum. (JLB)

ED 053 020 SO 001 544
Selected Bibliography of Polish Educational Materials. Volume 9, Number 4.
Central Inst. for Scientific, Technical and Economic Information, Warsaw (Poland). Scientific Publications Foreign Cooperation Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TT-70-55011-4
Pub Date 71
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Comparative Education, Educational History, Educational Legislation, Educational Needs, *Educational Practice, Educational Problems, Educational Programs, Elementary Education, Higher Education, Secondary Education, Teacher Education, Vocational Education
Identifiers—Eastern Europe, *Poland
Lengthy abstracts in English are provided for each of the items listed in this bibliography of documents on Polish education. Contents are organized as follows: 1) History of Education; 2) Laws and Legislation; 3) General Information on Education; 4) Social and Educational Sciences; 5) The Teacher's Profession; 6) School and Institutions, by type or level; and, 7) Miscellaneous topics. Most of the materials cited were published between June and October 1970; earlier references are cited in Volume 9, Number 3 of this publication, ED 046 823. (AWW)

ED 053 021 SO 001 546
Rudman, Herbert C.
Structure and Decision-Making in Soviet Education.
Office of Education (DHEW), Washington, D.C.
Report No—BULL-1964-2; OE-14094
Pub Date 64
Note—71p.; Studies in Comparative Education Series
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Organization, *Comparative Education, Conflict Resolution, Decision Making, *Educational Administration, *Educational Policy, Government Role, *Policy Formation, Political Influences, Political Power, *Power Structure
Identifiers—*Communist Party of the Soviet Union, CPSU, Soviet Union
The purpose of this study is to describe the structures of and decision-making processes within the Communist Party of the Soviet Union (CPSU) and government agencies concerned with education at all geopolitical levels, and to describe the dynamics of the interrelationships between the CPSU and the government. The study is based on data collected from documents published in the USSR and in the United States, and on information obtained from a series of interviews during 1962 with: members of the Communist Party, a member of the Central Committee of the CPSU, ministers of education, chairmen of city boards of education, inspectors of schools, and various administrators and faculty of institutes of higher education. Questions discuss

patterns of decision making, policy change procedures, and the distribution and exercise of power and authority; questions for further study are delineated in a final section. The primary conclusion is that the decision-making power resides in the CPSU's Central Committee, operating through democratic centralism. Appendices provide selected readings, a glossary of Russian terms, and a list of ministries and committees that administer higher education. (Author/DJB)

ED 053 022 SO 001 547
Apanasewicz, Nellie *Rosen, Seymour M.*
Soviet Education: A Bibliography of English-Language Materials.
Office of Education (DHEW), Washington, D.C.
Report No—BULL-1964-29; OE-14101
Pub Date 64
Note—48p.; Studies in Comparative Education Series DESC*Comparative Education; Annotated Bibliographies; Elementary Education; Higher Education; Reference Materials; Secondary Education
EDRS Price MF-$0.65 HC-$3.29
Identifiers—*Soviet Union
The purpose of this annotated bibliography is to provide researchers, analysts, teachers, and advanced students, interested in various aspects of Soviet education, with a body of reference materials covering the large number of relevant articles and monographs which have been published since the late 1950's. The bibliography includes 281 titles with a 36-title supplement, arranged alphabetically by authors within 78 subject categories; where necessary, cross-referencing is used. Although American authors are the primary sources, items by foreign authors, whose articles are written in English or have been translated into English, are also included. A number of the English translations of articles and monographs by Soviet authors are the work of the Joint Publications Research Service, Office of Technical Services, U. S. Deaprtment of Commerce. A wide range of views is expressed in the annotated items, and their inclusion does not constitute endorsement by the Office of Education of any one point of view. The Soviet articles provide the researcher and serious scholar certain information not found in the other sources, as well as insight into the Soviet concept of the educational system. (Author/DJB)

ED 053 023 SO 001 553
Psencik, Leroy F.
Czech Contributions to the American Culture.
Texas Education Agency, Austin.
Pub Date 9 Sep 70
Note—17p.
Journal Cit—Vestnik; v58 n34-36 Aug-Sep 70
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Culture, *Annotated Bibliographies, Bibliographies, Cultural Background, *Ethnic Groups, *Ethnic Studies, *United States History
Identifiers—*Czech Americans, Czechoslovakian Culture, Czechoslovakians, Texas
This bibliographic essay includes books and periodicals covering the historical, cultural, literary, musical, sculptural, religious, culinary, and educational aspects of the Czech experience. Special attention is focused on the role of Czechoslovakians in Texas, and the United States. Items range from cookbooks and language primers, to biographies, to the more scholarly histories. Most of the items included are in English; a few in Czech. Full bibliographic information including price and availability, is provided for each of the 46 items mentioned in the essay. (JLB)

ED 053 024 SO 001 557
Smith, Philip G., Ed.
Theories of Value and Problems of Education. Readings in Philosophy of Education Series.
Illinois Univ., Urbana.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—238p.
Available from—University of Illinois Press, Urbana, Illinois 61801 (Cloth, $5.95; Paperback, $2.95)
Document Not Available from EDRS.
Descriptors—Educational Objectives, *Educational Philosophy, Educational Practice, *Educational Problems, Educational Theories, Ethical Instruction, Ethics, *Foundations of Education, Moral Values, Relevance (Education), Resource Materials, Teacher Education Curriculum, Textbooks, *Theories, *Values
Identifiers—Analytical Ethics, *Values Education
This volume, intended for advanced and specialized teacher education courses, approaches educational problems from one of the standard divisions of general philosophy. Noting that substantive or normative ethics has dominated the literature of values and education, rather than meta-ethnics or analytical ethics, the editor states that his intention was to bring together selections that deal with the bearing of general value theory upon the everyday valuing and evaluating that is involved in the conduct of schooling. 18 selections from books, monographs, and journals are grouped in three sections, each of which is introduced by the editor. The sections are: 1) The Nature of Value Theory and Its Relevance for Education with Selections by Henry D. Aiken, C. I. Lewis, Paul W. Taylor, J. Donald Butler, Kingsley Price, and Clive Beck; 2) Educational Objectives and the Conduct of Schooling, with selections by William F. Frankena, Harry S. Broudy, James F. Perry and Philip G. Smith, and A. Stafford Clayton; and, 3) Moral Education, with selections by Mark Twain, Jonas F. Soltis, Israel Scheffler, R. S. Peters, R. W. Sleeper, Thomas D. Perry, and Jean Piaget. (Author/DJB)

ED 053 025 SO 001 560
Wang, J. Y., Ed. *Balter, Raymond R., Ed.*
A Survey of Environmental Science Organizations in the USA.
Environmental Sciences Inst., San Jose, Calif.
Pub Date May 70
Note—66p.
Available from—Environmental Sciences Institute, 125 South Seventh Street, San Jose, California 95114 ($5.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annotated Bibliographies, Bibliographies, *Directories, *Ecology, *Environmental Research, Federal Government, National Organizations, *Organizations (Groups), Professional Associations, *Surveys
Identifiers—Citizens Groups, Conservation of Nature, *Environmental Action, Environmental Sciences
This survey includes some 350 United States organizations in the fields of ecology, conservation, and environmental sciences. It is intended to provide the public with valuable information, and to offer scientists, administrators, and citizens, communication channels which will bring to light some instances of overlap and duplication, and encourage cooperation. The organizations listed are classified according to their structures and goals into six major categories: 1) college and university centers; 2) non-profit organizations and associations; 3) citizens' groups; 4) federal government departments and agencies; 5) professional societies and academies; and, 6) other organizations, which include publishers and journals, as well as science-based industries. Each listing offers the name of the organization, its address, telephone number, the name of a responsible person, and a brief description of its functions and activities. This survey will be published on an annual basis in order to insure that the entries are up-dated and accurate. (Author/JLB)

ED 053 026 SO 001 572
Rogers, Vincent R.
The Social Studies in English Education.
Heinemann Educational Books, Ltd., London (England).
Spons Agency—Kappa Delta Pi, West Lafayette, Ind.; Minnesota Univ., Minneapolis.
Pub Date 68
Note—196p.
Available from—Fernhill House Ltd., 303 Park Avenue South, New York, New York 10010 (Clothbound, $5.50)
Document Not Available from EDRS.
Descriptors—*Comparative Education, Curriculum Design, Curriculum Development, Educational Trends, Elementary Grades, *General Education, *Geography Instruction, *History Instruction, Secondary Grades, Social Sciences, *Social Studies, Student Evaluation
Identifiers—*England
This study is an attempt both to describe and evaluate the goals and practices in English primary and secondary social education. Data was gathered through visits to schools, interviews with students, teachers, administrators, and others, and examination of curriculum guides, syllabi, textbooks, exams, and other teaching materials. The following questions are discussed in seven chapters: 1) What is taught about man and society in English primary and secondary schools? 2) How is this done? 3) Do existing curricula and teaching methods in the social studies appear to be adequate for today's world and appropriate for today's children? If so, how? if not, why not? 4) If existing programs are not beyond criticism, how might they be improved? 5) What are some new trends and developments both in England and in the United States that may be likely to effect the shape and substance of new social studies curricula? A final chapter summarizes the author's evaluation of English social education. (Author/DJB)

ED 053 027 SO 001 574
Background Readings in American Education.
Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—BULL-1966-2; OE-10033
Pub Date 21 Jul 65
Note—89p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.35)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Educational History, *Educational Philosophy, *Educational Principles, *Foundations of Education, Resource Materials
Identifiers—*United States
This collection of readings was assembled and edited for use at the White House Conference on Education in Washington, D.C. on July 21st and 22nd, 1965. Some of the twenty-nine documents of historical value and relevance in today's educational milieu are: 1) Proposals Relating to the Education of Youth in Pennsylvania, Benjamin Franklin, 1749; 2) The American Scholar, Ralph Waldo Emerson, 1837; 3) The Republic and the School: The Education of Free Men, Horace Mann, 1846; 4) Theory of Education, William Torrey Harris, 1870; 5) Declaration on Intellectual Freedom, Daniel Coit Gilman, 1875; 6) State Schools and Parish Schools: Is Union Between Them Impossible? Archbishop John Ireland, 1890; 7) The School and Social Progress, John Dewey, 1897; 8) Five Evidences of an Education, Nicholas Murray Butler, 1901; 9) Strategy for State Universities: Two Views, Charles Van Hise, 1904; 10) Debate on Smith-Hughes Vocational Education Act, 1917; 11) The Aims of Education, A.N. Whitehead, 1929; 12) The Higher Learning in America, Robert Maynard Hutchings, 1936; 13) Toward Equalizing Opportunity, 1947; 14) The Decline and Fall of Progressive Education, Lawrence A. Cremin, 1961; 15) In Support of Federal Aid to Education, Robert A. Taft, 1948; 16) Prejudice and Your Child, Kenneth B. Clark, 1955; 17) Brown vs. Board of Education, 1954; 18) Nationwide Educational Policy, James Bryant Conant, 1964; 19) The Partnership of Campus and Country, Lyndon B. Johnson, 1964. (Author/SBE)

ED 053 028 SO 001 581
Schultz, T. P.
Returns to Education in Bogota, Colombia.
Rand Corp., Santa Monica, Calif.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.
Report No—N-RM-5645-RC-AID
Pub Date Sep 68
Note—76p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Comparative Education, *Cost Effectiveness, Developing Nations, Economic Development, Economic Factors, *Educational Benefits, Educational Development, *Educational Economics, Educational Policy, Elementary Education, Financial Policy, Financial Support, Higher Education, *Occupational Surveys, Public Policy, Public Support, Secondary Education, Vocational Education
Identifiers—*Bogota, Colombia
This memorandum derives estimates of the private rate of return to schooling for men and women based on a 1965 labor force survey, past cross-sectional data, and the long-term educational public policy of Bogota, Colombia. Here resources may be viewed as an investment in the future productive capacity of people. Depending on the costs and benefits associated with a par-

ticular educational activity and alternative investment opportunities, this activity may or may not be an attractive investment for efficiently promoting economic development. This association between schooling level and earnings, or the private rate of return, along with a partial social rate are estimated for elementary, secondary, vocational, and higher education. The empirical findings state that the private and social returns on both men's and women's secondary and vocational education, and to some extent, men's primary schooling, are high in Bogota. But the returns on university education are unusually low. It is concluded, therefore, that a high economic priority should be given to the expansion of secondary and vocational education with particular emphases given to achieving a more equal distribution of educational opportunities between urban and rural, rich and poor regions of the country. Continued expansion of public support for higher education without rapid growth in domestic demand for high level talent is not likely to be remunerative, and may only accelerate emigration of university graduates abroad. (Author/AWW)

ED 053 029 SO 001 582

Dordick, H. S.

Planning Educational Change for the Primary Schools of Colombia: A Briefing.

Rand Corp., Santa Monica, Calif.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Report No—M-RM-5532-AID

Pub Date May 68

Note—39p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Basic Education, Airborne Television, *Comparative Education, Developing Nations, Educational Improvement, Educational Needs, Educational Objectives, *Educational Planning, *Educational Technology, *Educational Television, *Primary Education, Teacher Education, Televised Instruction, Vocational Education

Identifiers—*Colombia

The primary aim of this study was to explore ways in which educational planners could improve resource allocation to increase both the quantity and quality of education in Colombia. Technological and operational innovations were sought for improving literacy training, vocational and agricultural education, and teacher training. Since only three months were allocated for this pilot effort, the research concentrated on the advantages that could be provided by the use of educational television for the primary school system. The study found that if educational television is to be really effective, it must be introduced into a system that has not only a good foundation of qualified teachers and administrators, but adequate educational facilities. As a result of this effort the feasibility and need for additional research in this area was revealed. (Author/AWW)

ED 053 030 SO 001 594

Sheffield, James R.

Education in the Republic of Kenya.

Office of Education (DHEW), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—OE-14149

Pub Date [70]

Contract—OEC-2-7-000092-0092

Note—119p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 ($.70)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Community Schools, *Comparative Education, Developing Nations, Developmental Programs, *Educational Administration, *Educational Development, *Educational Economics, Educational Finance, Educational Problems, Educational Programs, *Educational Strategies, Elementary Education, Government Role, Higher Education, Manpower Development, Public Education, Secondary Education, Universal Education

Identifiers—Africa, Educational Systems, Harambee Schools, *Kenya

As in most developing countries, education in Kenya is reported to have developed through three broad, overlapping phases: traditional, missionary, and governmental as influenced by the country's geography, climate, population growth, economy, and striving for independence. In the process, long-range educational goals have evolved: 1) to provide universal primary education; 2) to ensure enough places at the secondary and higher levels for educating those with recognized abilities; and, 3) to organize the educational system for meeting the country's manpower needs, thus stressing expenditures in education as an investment in the Nation's economic development. The structure and administration, finance and government aid, curriculum and examination elements of this formal system are discussed along with educational programs outside the system including youth programs, adult education, professional development programs, and conservation education. Two highlights of the report are: 1) a description of the establishment and development of community self-help or Harambee schools; and, 2) a description of the 1970-74 Development Plan giving rural development top priority and setting a goal for making the secondary school curriculum more relevant to the country's social and economic needs. Curriculum excerpts, a schedule, and selected references are appended; thirteen tables of statistical data on enrollments and expenditures are also included. (Author/SBE)

ED 053 031 SO 001 617

Robinson, John P. Shaver, Phillip R.

Measures of Social Psychological Attitudes. Appendix B to Measures of Political Attitudes.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Public Health Service (DHEW), Arlington, Va.

Pub Date Aug 69

Note—664p.

Available from—Publications Division, Institute for Social Research, The University of Michigan, P.O. Box 1248, Ann Arbor, Michigan 48106 (Paperback, $6.00)

Document Not Available from EDRS.

Descriptors—*Behavior Rating Scales, Literature Reviews, Measurement Instruments, *Personality Tests, Political Attitudes, Psychometrics, Questionnaires, Research Problems, Research Tools, Self Concept, *Social Attitudes, *Social Psychology, Social Sciences, *Sociometric Techniques, Surveys, Values

Identifiers—Alienation, Happiness, Life Satisfaction

This handbook is a compilation and evaluation of 106 attitude scales for survey research. An introductory chapter outlines the ten chapters and discusses the rationale and background of the project. Chapter 2 reviews survey evidence on the correlates of life satisfaction and happiness in the general public. Chapters 3 through 9 review and reproduce attitude scales dealing with: self esteem and self concept, alienation, authoritarian and dogmatic personality characteristics, seven political attitude scales not in "Measures of Political Attitudes," (SO 001 618), and personal, religious, and social values. Chapter 10 examines three sets of scales for measuring the social desirability response set. Another related document is: Measures of Occupational Attitudes and Occupational Characteristics. (Author/DJB)

ED 053 032 SO 001 618

Robinson, John P. And Others

Measures of Political Attitudes.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Public Health Service (DHEW), Arlington, Va.

Pub Date Sep 68

Note—708p.

Available from—Publications Division, Institute for Social Research, The University of Michigan, P.O. Box 1248, Ann Arbor, Michigan 48106 (Paperback, $6.00)

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research, *Behavior Rating Scales, Democratic Values, Hostility, Literature Reviews, Measurement Instruments, *Political Attitudes, *Political Issues, Public Opinion, Public Policy, Questionnaires, Racial Attitudes, Reference Books, Research Tools, Social Sciences, *Sociometric Techniques, Surveys

Identifiers—Conservatism, Liberalism

This handbook is a compilation and evaluation of 95 attitude scales for survey research. An introductory chapter outlines the fifteen chapters, discusses the background and rationale of the project, and details the major criteria for scale construction used to evaluate the scales reviewed in the volume. Chapter 2 contains a historical summary of public opinion on various domestic and international oriented political issues. Chapters 3 through 12 review and reproduce attitude scales dealing with: liberalism-conservatism, democratic principles, domestic government policies, racial and ethnic attitudes, international affairs, hostility-related national attitudes, community based political attitudes, political information and participation, and attitudes toward the political process. Chapter 13 contains individual questions from the Survey Research Center's election studies. The tables of contents of two appendices are reproduced in Chapter 13 and 14: Measures of Occupational Attitudes and Occupational Characteristics, and Measures of Social Psychological Attitudes, SO 001 167. Chapter 15 reviews and reproduces the tables of contents of three related publications. (Author/DJB)

ED 053 033 SO 001 619

Johnson, Donald

The Teaching of Asia.

Educational Resources Center, New Delhi (India).

Spons Agency—Office of Education (DHEW), Washington, D.C.; State Univ. of New York, Albany.

Pub Date [69]

Note—47p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Area Studies, *Asian History, Concept Teaching, *Cross Cultural Studies, Curriculum Guides, Deductive Methods, Higher Education, *Humanities, Inductive Methods, Interdisciplinary Approach, *Non Western Civilization, Secondary Grades, Social Sciences, World History

Identifiers—*Asia, China, India, Japan

The primary objective of the guide or introduction is to present approaches to providing a well balanced course or unit on China, India, and Japan. In the study of Asian cultures it is necessary to stress historic facts and the richness of the culture; an exclusive attention to economic growth, modernization, and the social and political problems is not appropriate. The most effective way to achieve balance is to use the comparative approach integrating both the humanities and the social sciences. How a teacher organizes his course and what method he chooses depends on his philosophy: 1) whether he postulates a linear or cyclical view of history; and, 2) how he stands on the uniqueist versus the universalist view of culture. It would be of great value if Western civilization could be studied first to facilitate comparison between institutional structures, values systems, and history. The basic methodology should start from the frame of reference of the student; the teaching of concepts, and the utilization of induction and deduction are all valid here. Study can be synthesized by selecting material from the native literature, art, music, and philosophy. Films may serve as a final summation or equally well as an introduction. SO 001 619 through SO 001 623 are related documents. (Author/SBE)

ED 053 034 SO 001 620

Stern, Robert

An Introductory Course in Indian Studies for Small Colleges: A Suggested Annotated Syllabus.

Educational Resources Center, New Delhi (India).

Spons Agency—Office of Education (DHEW), Washington, D.C.; State Univ. of New York, Albany.

Pub Date [69]

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Area Studies, *Asian History, Concept Teaching, *Cross Cultural Studies, Curriculum Guides, Higher Education, Humanities, Interdisciplinary Approach, *Non Western Civilization, *Political Science, Small Schools, Social Sciences, Undergraduate Study, World History

Identifiers—Asia, *India

The author outlines an introductory undergraduate course in Indian Studies constructed on the configuration of a social science cluster built around a central disciplinary core of political

science. The objective of the course is to build an understanding of contemporary India. As a matter of convenience and organization the course is divided into four historical periods: Ancient India, Muslim India, British India, and Independent India; this provides the opportunity to introduce historical background material systematically, and starting points to introduce certain present day institutions and processes with roots in another era. Family, caste, village, and linguistic area are described, conceptualized, and discussed; reading selections are included. Suggested media techniques include: showings of slides; photographs of people at work; exhibitions of artifacts, art, and handicrafts; educational and commercial films; and an annual recorded concert of Indian music. SO 001 619 through SO 001 623 are related documents. (Author/SBE)

ED 053 035 SO 001 621
Gordon, Sue
Buyer's Guide to Indian Periodicals and Books for American Schools and Colleges.
Educational Resources Center, New Delhi (India).
Spons Agency—Office of Education (DHEW), Washington, D.C.; State Univ. of New York, Albany.
Pub Date 69
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Area Studies, *Cross Cultural Studies, Humanities, Newspapers, *Non Western Civilization, *Periodicals, Resource Guides, Social Studies
Identifiers—Asia, *India
This resource guide was published to assist those who are trying to increase their knowledge and understanding of the subcontinent of India. It is divided into three parts: 1) an annotated list of selected periodicals including both western and Indian journals and Indian newspapers in a variety of fields: Asian studies, economic and social history, politics and international affairs, literature and the arts, and popular fiction, nonfiction, and general interest magazines; 2) a listing of some American sources of Indian books; and, 3) a list of book exporters in India. SO 001 619 through SO 001 623 are related documents. (Author/SBE)

ED 053 036 SO 001 622
Vestal, Theodore M.
Motion Pictures for the Study of India: A Guide to Classroom Films.
Educational Resources Center, New Delhi (India).
Spons Agency—Office of Education (DHEW), Washington, D.C.; State Univ. of New York, Albany.
Pub Date [70]
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Area Studies, Audiovisual Aids, *Cross Cultural Studies, Films, Humanities, *Non Western Civilization, Resource Guides, Social Studies, *Sound Films
Identifiers—Asia, *India
After a three year review of films on India available in the United States, the Resource Center offered this guide to those motion pictures adjudged best for use in American classrooms. There are twelve documentary films and four commercial feature films included for use at any level of school, college, or university study: Child of the Streets; A Future of Ram; Gandhi (Twentieth Century Series); Gandhi (Biography Series); I Am Twenty; Image of India: The Hindu Way; India: Haunting Passage; Kipling's India; North Indian Village; Radha and Krishna; and, The Sword and the Flute. The feature film section is limited to four Bengali Features, produced and directed by Satyajit Ray, because they are the best and most appropriate for audiences in the United States. SO 001 619 through SO 001 623 are related documents. (Author/SBE)

ED 053 037 SO 001 623
Johnson, Donald Johnson, Jean
India Through Literature: An Annotated Bibliography for Teaching India. Part I: India Through the Ancient Classics.
Educational Resources Center, New Delhi (India).
Spons Agency—Office of Education (DHEW), Washington, D.C.; State Univ. of New York, Albany.
Pub Date 68
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Area Studies, *Asian History, Concept Teaching, *Cross Cultural Studies, Humanities, Interdisciplinary Approach, Literature Guides, *Literature Programs, *Non Western Civilization, Secondary Grades, Social Studies, World History
Identifiers—Asia, *India
The past and the present interweave in contemperary India. To understand India, one must know of the traditional stories. Two short pocket books make them accessible and acceptable to students: 1) The Dance of Shiva and Other Tales from India by Oroon Ghosh, published by the New American Library in New York; and, 2) Gods, Demons, and Others by R. K. Narayan, published by the Viking Press in New York. In the first book, the stories are compiled in short, summary fashion. The second book is for secondary school students, and introduces them to the two great Hindu epic poems, the Ramayana and the Mahabharata. It is suggested that these epics be studied with special attention to the Bhagavad Gita, a book in the Mahabharata. Both poems provide the subject matter for understanding the culture, basic values, and attitudes of Hinduism; the Mahabharata is the repository of India's national tradition, a great encyclopedia of ethics and religion, and or political and moral duties. Students should also learn the story of Krishna and his early life with the Gopis. If possible, they should also dip into the Panchatantra: five books written for the instruction of three princes in niti, the right conduct of life, using animal stories as the vehicle. SO 001 619 through SO 001 623 and SO 001 810 are related documents. (Author)

ED 053 038 SO 001 624
Schindler-Rainman, Eva Lippitt, Ronald
The Volunteer Community: Creative Use of Human Resources.
National Training Labs. Inst. for Applied Behavioral Science, Washington, D.C.
Pub Date 71
Note—157p.
Available from—NTL Institute Publications, 1201 Sixteenth Street, Washington, D.C. 20036 ($4.95)
Document Not Available from EDRS.
Descriptors—Annotated Bibliographies, Citizenship, Community Action, *Community Involvement, Community Resources, Democracy, Democratic Values, Education, Guides, Helping Relationship, Human Capital, *Human Resources, Personal Growth, *Social Action, Social Change, Social Services, *Social Systems, Student Volunteers, Voluntary Agencies, *Volunteers, Volunteer Training
Identifiers—Social Trends, *Voluntarism
This report of the authors' study and reflections about voluntarism and the present and future of volunteer activity is intended to be useful as a resource, stimulus, and guide for those using volunteers; for organizers of "cause movements"; for professors of graduate students in service professions; and for anyone interested in voluntarism. Chapter 1 begins with some assumptions about the relationship between democracy, voluntarism, and personal development. Ten social trends thought to have relevance for the development of voluntarism are summarized in the second chapter; Chapter 3 analyzes the variety of needs and opportunities for volunteers, and reviews some new patterns and trends in the use of volunteers. Chapter 4 explores the bases of motivation of those who volunteer, and challenges professionals to extend their use of and trust in volunteers. Chapter 5 summarizes and analyzes the problems and practices of recruitment and orientation of volunteers. Goals, methods, and designs for training volunteers are explored in Chapter 6, and the need for training of trainers is discussed in Chapter 7. A "case study of the future" is described in Chapter 8. In a concluding epilogue, the authors attempt to help the reader make a bridge between this volume and his own situation. It is followed by a comprehensive, classified, annotated bibliography of significant literature about voluntarism. (Author/JLB)

ED 053 039 SO 001 630
Sigel, Roberta S.
Learning About Politics: A Reader in Political Socialization.
Pub Date 70
Note—663p.
Available from—Random House College Division, Order Department, Westminster, Maryland 21157 ($10.95)
Document Not Available from EDRS.
Descriptors—Higher Education, Political Affiliation, *Political Attitudes, *Political Influences, *Political Science, *Political Socialization, Resource Materials, Social Attitudes, Social Change, Social Influences, *Socialization, Textbooks
Identifiers—Collected Readings
This collection of readings was first assembled in order to bring together materials for a course at Wayne State University focusing on the conditions of change and conflict in the political socialization process. The first chapter, Learning and Development, concentrates on the mechanics of this learning process. The next five chapters The Family, Personality and Politics, the School, College and University, and The Peer Group are directed toward these questions: Who is it that socializes the young and the not-so-young; and, Who are the agents and institutions engaged in this practice? The last three chapters of this book are: The Importance of Role; Source of Conformity and Deviancy; and, Change, Conflict, and Socialization. (Author/AWW)

ED 053 040 SO 001 639
Keach, Everett T., Jr. And Others
A Unit on Social Control for Three- and Four-Year Olds.
Georgia Univ., Athens. Research and Development Center in Educational Stimulation.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Report No—P-37
Bureau No—BR-5-0250
Pub Date Jun 70
Contract—OEC-6-10-061
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activity Units, Affective Objectives, Early Childhood Education, Group Relations, Human Relations Units, Inquiry Training, Interpersonal Competence, Kindergarten, Preschool Curriculum, *Self Control, *Social Adjustment, *Socialization, *Social Studies Units
Identifiers—*Social Control
The process and concept of social control provide the organizing element around which this unit's activities are centered. In developing the activities, the authors have chosen situations which would help bring the process of social control to the child's consciousness. In teaching this unit, the teacher should realize the tripartite emphasis upon the process, affective, and substantive dimensions. The process dimension concerns itself with the development of mental abilities such as observing, identifying, collecting, and evaluating data. The affective dimension considers the internationalization of favorable attitudes toward self, immediate others, and differing races and cultures. The substantive dimension addresses itself to developing a consciousness of social control present in formal and informal relations and mechanisms. Essentially, the teaching act exists as a meld of the three processes. The seventeen lessons provided follow this format: 1) a behaviorly stated objective; 2) suggested materials; 3) teaching procedures; and, 4) occasionally an additional note to teachers. The complementary units in this series are: SO 001 639 through SO 001 643. (Author/AWW)

ED 053 041 SO 001 640
Keach, Everett T., Jr. And Others
A Unit on Continuity and Change for Three- and Four-Year-Olds.
Georgia Univ., Athens. Research and Development Center in Educational Stimulation.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Report No—P-38
Bureau No—BR-5-0250
Pub Date Jun 70
Contract—OEC-6-10-061
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activity Units, *Community Change, Early Childhood Education, Group Relations, Human Relations Units, Interpersonal Competence, Kindergarten, Preschool Curriculum, *Social Change, *Socialization, *Social Studies Units

In this unit selected activities seek to bring preprimary children to an awareness that man lives in a social milieu, never static, never identical to that of yesterday or that of tomorrow, and rarely altered to the extent the casual observer initially believes. In dealing with continuity and change, the authors began with certain assumptions: 1) learning should involve children to the highest degree possible; 2) social learning should deal with numerous examples of cultural and geographical settings out of the child's immediate tactile range; and, 3) social studies activities do relate to the adjustment of the individual to American mores. However, that adjustment does not emerge as the primary task of social studies education. Successful social behavior in the classroom community reaps benefits in all subject areas and, hence, falls within the responsibility of the school as a whole. The twenty lessons provided follow this format: 1) a behaviorly stated objective; 2) suggested materials; 3) teaching procedures; and, 4) occasionally an additional note to teachers. The complementary units in this series are: SO 001 639 through SO 001 643. (Author/AWW)

ED 053 042 SO 001 641

Keach, Everett T., Jr. And Others

A Unit on Interdependence for Three Year Olds.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No—P-40

Bureau No—BR-5-0250

Pub Date May 70

Contract—OEC-6-10-061

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Activity Units, *Community Study, Early Childhood Education, *Family (Sociological Unit), Group Relations, *Human Relations Units, Interpersonal Competence, Kindergarten, Preschool Curriculum, *Socialization, Social Studies Units

Identifiers—*Interdependence

This unit is planned to help the student become aware of the mutual helpfulness of family members, school workers, and community helpers so that he may begin to understand the interdependence of people. It will also help to provide him with an opportunity to practice social behaviors so as to solve his problems through democratic procedures. This study begins with the individual and the family and gradually expands to the community. The child must be helped to learn the techniques for group living in his family and in his classroom and must be gradually led to apply these techniques to community living. He must be guided so that he develops attitudes of concern for the welfare of others, appreciation for the work others do for him, and a realization of each individual's dependence on other members of the community. These attitudes, appreciations, and understandings must be developed as essentials of all human relationships. The twelve lessons provided follow this format: 1) a behaviorly stated objective; 2) suggested materials; 3) teaching procedures; and, 4) occasionally an additional note to teachers. The complementary units in this series are: SO 001 639 through SO 001 643. (Author/AWW)

ED 053 043 SO 001 642

Keach, Everett T., Jr. And Others

A Unit of Interdependence for Four Year Olds.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No—P-41

Bureau No—BR-5-0250

Pub Date May 70

Contract—OEC-6-10-061

Note—16p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Activity Units, *Community Study, Early Childhood Education, *Family (Sociological Unit), Group Relations, *Human Relations Units, Interpersonal Competence, Kindergarten, Preschool Curriculum, *Socialization, Social Studies Units

Identifiers—*Interdependence

This unit is planned to help the student become aware of the mutual helpfulness of family members, school workers, and community helpers so that he may begin to understand the interdependence of people. It will also help to provide him with an opportunity to practice social behaviors so as to solve his problems through democratic procedures. This study begins with the individual and the family and gradually expands to the community. The child must be helped to learn the techniques for group living in his family and in his classroom and must be gradually led to apply these techniques to community living. He must be guided so that he develops attitudes of concern for the welfare of others, appreciation for the work others do for him, and a realization of each individual's dependence on other members of the community. These attitudes, appreciations, and understandings must be developed as essentials of all human relationships. The fourteen lessons provided follow this format: 1) a behaviorly stated objective; 2) suggested materials; 3) teaching procedures; and, 4) occasionally an additional note to teachers. The complementary units in this series are: SO 001 639 through SO 001 643. (Author/AWW)

ED 053 044 SO 001 643

Keach, Everett T., Jr. And Others

A Unit on Socialization for Three- and Four-Year-Olds.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No—P-44

Bureau No—BR-5-0250

Pub Date May 70

Contract—OEC-6-10-061

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Activity Units, *Cross Cultural Studies, Early Childhood Education, Group Relations, *Human Relations Units, Kindergarten, *Preschool Curriculum, *Socialization, Social Studies Units

The overall social studies curriculum for the three- and four-year-olds consists of an aggregate of activities focusing upon several key processes that are useful in understanding the components of human social behavior: socialization, interdependence, social control, and continuity and change. This unit contains activities that focus on the process of socialization and are designed to provide experiences to enable the child: 1) to work in a group situation; and, 2) to become aware of some of the components of the socialization process as they exist in his life space. Several activities use visual stimuli ordered around non-western cultures because the child's life space contains one or more of such media as television, advertisements, magazines. These activities complement four other units in this series: SO 001 639 through SO 001 642. (Author/AWW)

ED 053 045 SO 001 644

Stoltman, Joseph P. Keach, Everett T., Jr.

The Gold Mining Camp: A Simulation Game.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No—P-46

Bureau No—BR-5-0250

Pub Date Jun 70

Contract—OEC-6-10-061

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Classroom Games, *Consumer Economics, *Economic Education, Elementary Grades, Grade 3, Learning Activities, Problem Solving, *Simulation, Teaching Guides, *United States History

Identifiers—*Project Social Studies

This economics simulation game complements the third grade Gold Mining Unit developed by Project Social Studies at the University of Minnesota. The simulation is designed for three purposes: 1) to reinforce the prior learning which occurs in the gold mining camp unit; 2) to involve eight-year-olds in the process of solving simulated economic problems; and, 3) to evaluate whether eight-year-olds can effectively engage in simulation activities of this nature. A lexicon of terms and major concepts is provided for the teacher that lists: supply, demand, barter, capital, goods, service, corporation, interdependence, and speculation. Also included are: 1) behavioral objectives; 2) activity planning instructions; 3) student and teacher game roles; 4) rules, starting steps, instructions for play; and, 5) evaluation tips. Results from a sample of 44 third grade children in two classes were not statistically significant (KR reliability .40) as based on a situational test, however, subjective evaluation by teachers and independent observers indicated high interest, realism, and involvement for students. (Author/AWW)

ED 053 046 SO 001 680

Brady, Marion Brady, Howard L.

A Rationale for Social Studies.

Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.

Pub Date 71

Note—73p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Concept Teaching, Critical Thinking, *Curriculum Design, Elementary Grades, Group Behavior, *Group Dynamics, *Human Relations, *Inquiry Training, Interdisciplinary Approach, Secondary Grades, Social Behavior, Social Sciences, *Social Studies, Values

Identifiers—*Values Education

Only a few general principles are provided as a foundation for an effective program. However, what is new is the emphasis on human groups as a basis for organizing a single social studies discipline. Some questions are suggested concerning what should be investigated about groups, and what the students need to understand. 1) What causes human groups to form, to change, to disintegrate? 2) What holds groups together--ideas, beliefs, values? 3) How are these ideas expressed in groups --art, artifacts, rituals, myths? 4) How is group control acquired, exercised, maintained, or lost? 5) What is acceptable behavior within the group? 6) Who interacts with whom, why, and how? 7) How is the group affected by other groups or its environment? 8) What creates conflict and how is it resolved? These are questions equally useful in the study of nations or neighborhoods, culture, or classroom cliques. Questions such as these require the student to use all the cognitive processes and lead him to discover powerful concepts. Critical thinking skills lead to understanding and creative generalizations about human behavior: observation, classification, measurement, inference, hypotheses making and verification, prediction, definition, interpretation, and the use of relationships. The objective, rational study of values and value differences are the essential ground for the content and process with first hand observation of social action as the most powerful learning tool. (Author/SBE)

ED 053 047 SO 001 689

Tom, Alan Woodley, Celeste P.

Classroom Observation and Analysis: Sources for Social Studies Teachers.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.

Report No—RS-3; SSEC-PUB-146

Pub Date 71

Note—76p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Publication Number 146, $2.70)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Affective Behavior, *Behavioral Science Research, Classroom Communication, Classroom Environment, *Classroom Observation Techniques, Classroom Research, *Cognitive Processes, Effective Teaching, Interaction Process Analysis, Research Reviews (Publications), Social Sciences, *Social Studies, Student Behavior, Teacher Behavior

This paper abstracts more than thirty sources selected for their usefulness in providing contexts and specific illustrations for understanding observation and analysis. Some Reasons for Classroom Observation and Analysis, includes seven selections that deal with factors related to the rationale for observing and analyzing classroom behavior. Perspectives for Viewing the Process of Instruction, includes selections by Carl R. Rogers, Ronald T. Hyman, and others. The Components of Instruction Amenable to Analysis, contains

selections on aspects of instruction that are analyzable and controllable: strategies, questioning, objectives, and classroom management. Classroom Observation Systems, has three sections: 1) general background papers, reviews of systems, and instruments designed to gather data on cognitive and affective behaviors of teachers and students; 2) summaries of instruments amenable to modification by the classroom teacher for use in observing and analyzing interaction and outcomes on the cognitive and affective dimensions; and, 3) summaries of observations systems focusing on cognitive dimensions usable by one observer in a live situation. Feedback and Observation and Analysis, covers selections that deal with the final step in teaching improvement. Twenty-two additional sources are listed in a bibliography. (Author/DJB)

ED 053 048 SO 001 700

Wiggins, Suzanne Sperling, John

ECON 12: Student Materials. Unit I. Test Edition.

San Jose State Coll., Calif.

Pub Date 68

Note—334p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—*Concept Teaching, Criterion Referenced Tests, *Economic Education, Experimental Curriculum, Grade 12, Inquiry Training, Instructional Materials, Learning Activities, *Problem Solving, *Programed Materials, Resource Units, Secondary Grades, Social Studies Units, Textbooks, Workbooks

Identifiers—*ECON 12

This revision and expansion of the 1966 edition of the student materials, ED 040 101, is comprised of student workbook and text for Unit I. As an introduction to economics, it is designed to provide a frame of reference for the study of contemporary economic problems. It is a careful study of such concepts as scarcity, wants, resources, and decision-making with respect to the various economic activities found in all economies, and how these activities are organized into economic systems. Economic concepts and their relationships to the other social sciences are stressed incorporating the basic strategy of problem-solving through inquiry. The seven chapter text includes general discussions by the principal author; twenty-eight readings, including some historical resources, others from foreign countries, and several by the author, are keyed to most of the chapters. The programmed student workbook contains seven programs, criterion tests, and twelve exercises. An extensive use of graphs is continued in the revision, but the unit test is not repeated. Unit II is described in SO 001 701. Other available related documents are: 1) the test editions of the Teacher's Materials for both Unit I and Unit II, ED 040 100; and, 2) the final report of the curriculum development project, ED 028 093. Addison Wesley Company will be publishing the future editions of the units. (SBE)

ED 053 049 SO 001 701

Wiggins, Suzanne Sperling, John

ECON 12: Student Materials. Unit II. Test Edition.

San Jose State Coll., Calif.

Pub Date 68

Note—583p.

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Concept Teaching, Criterion Referenced Tests, *Economic Education, Experimental Curriculum, Grade 12, Inquiry Training, Instructional Materials, Learning Activities, *Problem Solving, *Programed Materials, Resource Units, Secondary Grades, *Social Studies Units, Textbooks, Workbooks

Identifiers—*ECON 12

This revision and expansion of the 1966 edition of the student materials, ED 040 101, is comprised of a student workbook and text for Unit II. It is a careful study of the structure and performance of the United States Market system including the aspects of how market competition between buyers and sellers affects resource allocation, what is produced, how goods and services are produced, how they are distributed, and how much is produced in total. The major objective is to help students learn enough to permit understanding and evaluation of the performance of the system in satisfying the desires and aspirations of the American people. The unit incorporates the basic strategy of problem-solving through inquiry. The nine chapter text includes general discussions by the principal author; three readings are keyed to the chapters. The programmed student workbook contains twelve programs, criterion tests, and thirteen exercises. An extensive use of graphs is continued in the revision, but the unit test is not repeated. Unit I is described in SO 001 700. Other available related documents are: 1) the test editions of the Teacher's Materials for both Unit I and Unit II, ED 040 100; and, 2) the final report of the curriculum development project, ED 028 093. Addison Wesley Company will be publishing the future editions of the units. (SBE)

ED 053 050 SO 001 714

Kott, Richard F.

Geographic Considerations in International Studies.

Denver Univ., Colo. Graduate School of International Studies.

Pub Date May 71

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Development, Foreign Culture, Foreign Relations, Fundamental Concepts, Geographic Concepts, Geographic Regions, *Geography, *Human Geography, *International Education, Political Issues, Social Problems, Social Sciences, Speeches, *World Affairs, World Problems

Identifiers—Geopolitics

Based on students' generally shallow knowledge of geographic concepts on the one hand and a new and almost universal awareness of man in his milieu on the other, the author seeks to draw attention to the discipline of geography, and more specifically, political geography as an essential, fundamental component of international studies. The application of geography to international studies is interpreted through a summary of the major outlines of the discipline of geography, and an examination of the essential role of regional analysis, both to geographers, and other social scientists. The author points out that geography, by providing a spatial awareness, gives a dimension to education without which the study of man on earth is incomplete. There are a number of social/world issues facing us (population, economic development, increasing involvement between nations) which demand understandings from the field of geography. Without this foundation of geographic-spatial concern there is grave danger that policy judgments might too often be made without important evidence. A short bibliography is appended. (Author/JLB)

ED 053 051 SO 001 715

Busselle, Tish

Conflict Resolution Unit.

Denver Univ., Colo. Graduate School of International Studies.

Pub Date 71

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Case Studies (Education), Classroom Games, Conflict, *Conflict Resolution, Discussion (Teaching Technique), *Foreign Relations, *Human Relations Units, *International Education, Questioning Techniques, Role Playing, Secondary Grades, *Social Studies Units, Teaching Guides, World Affairs

Identifiers—Cuban Missile Crisis, Peace, War

This 7-day unit, intended for use with secondary students, contains a statement of rationale and objectives, lesson plans, class assignments, teacher and student bibliographies, and suggestions for instructional materials on conflict resolution between individuals, groups, and nations. Among the six objectives listed for the unit are: 1) explain why the actions of both individuals and nations differ due to differences in their cultural experiences, values, perceptions, goals, and expectations; 2) identify the reasons that conflicts occur in the present international system; and, 3) list and compare the kinds of alternative techniques available in the present international system to deal with conflict. A variety of classroom experiences are utilized to help the students achieve these objectives, including presentation and discussion of the film, Little Island; use of the Cuban Missile Crisis as a case study; role playing; and classroom games to illustrate bargaining techniques. A reading on conflict resolution and accompanying exercises are also provided. (JLB)

ED 053 052 SO 001 718

Slavery Guide.

Minneapolis Public Schools, Minn.

Pub Date 71

Note—100p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—African American Studies, Colonial History (United States), Concept Teaching, Curriculum Enrichment, Discussion (Teaching Technique), Ethnic Studies, Grade 8, *Inquiry Training, *Negro History, Secondary Grades, *Slavery, *Social Studies Units, Teaching Guides, *United States History

Identifiers—*Historical Methods

This teachers guide outlines two major objectives for this eighth grade social studies unit: 1) student discovery, practice, and refinement of historical inquiry skills based on primary source work; and, 2) understanding of the concepts and content about slavery as a social institution. The guide also specifies behavioral objectives, teaching strategies, and student activities for the six sections of the unit: 1) Introduction; 2) From Africa to America; 3) Lives of the Enslaved; 4) White Views of Slavery; 5) The Enslaved React; and, 6) Conclusions-The Meaning of Slavery and Freedom. The student materials, SO 001 717, consist of edited and paperbound primary source accounts of slavery in the United States. In addition, two ten-question multiple choice quizzes, with one essay question in each, an annotated teacher bibliography, and unit evaluation form are included in the guide. (Author/AWW)

ED 053 053 SO 001 723

Solo, Leonard Barondes, Stan

[The Teacher Drop Out Center's Lists of Innovative and Alternative Schools.]

Teacher Drop-Out Center, Amherst, Mass.

Pub Date 70

Note—66p.

Available from—Teacher Drop-Out Center, Box 521, Amherst, Massachusetts 01002 ($7.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Colleges, *Directories, *Educational Philosophy, Elementary Schools, Employment Opportunities, *Experimental Schools, Secondary Schools, *Teacher Employment

Identifiers—*Alternative Schools, United States

This document contains three sections. The first section is a directory of innovative schools providing the name and address of the school grouped alphabetically by state. The schools on this list vary from Summerhillian to modular flexibly scheduled ones, pre-school to college, public and private. Some have a relatively high degree of student-centered learning and some are more conventional in structure. The second section is a supplement to the directory and appears in the same format with the same variety. The third section gives more detail on 66 of these schools and their staffing needs by providing brief information on salary, philosophy, and teacher needs and qualifications. (Author/AWW)

ED 053 054 SO 001 768

Education for International Understanding and Peace, with Special Reference to Moral and Civic Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—ED-MD-17

Pub Date 20 Nov 70

Note—33p.; Report of a meeting, Unesco House, Paris, France, August 17-28, 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Citizenship, *Cross Cultural Training, *Curriculum Development, Elementary Grades, Ethical Instruction, Higher Education, Humanism, *International Education, International Organizations, International Programs, Meetings, Political Socialization, Reports, Secondary Grades, Socialization, *Social Studies, Teacher Education, *World Affairs, World Problems

Identifiers—*Peace

This report covers the committee's views and recommendations toward strengthening the contribution of education to international understanding and peace. Suggestions are aimed at every level, from Unesco officials, to heads of government, to the individual classroom teacher. The report is divided into several major sections: General Observations, Primary Education, Secondary Education, Preparation of Teachers; Higher Education, and Main Suggestions. The sections

covering primary through higher education discuss such topics as general educational objectives, curriculum and teaching methods, materials, research and evaluation, and how "world-mindedness" can be incorporated into existing subject areas. An appendix lists the participants, attending in a private capacity from 28 member states, and observers. (JLB)

ED 053 055 SO 001 788
A Directory of New, Innovative Schools in the United States and Canada.
New Schools Exchange, Santa Barbara, Calif.
Pub Date [71]
Note—47p.
Available from—New Schools Exchange, 301 East Canon Perdido Street, Santa Barbara, California 93101 (10.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Colleges, *Directories, Elementary Schools, *Experimental Schools, Secondary Schools
Identifiers—*Alternative Schools, Canada, United States
This directory lists new, innovative schools in the United States and Canada, grouping them alphabetically by State or Province. School names and addresses are included along with a special identification of colleges and universities. Both this directory and the supplement, SO 001 789, are available only by subscription. (AWW)

ED 053 056 SO 001 789
New Schools Exchange Newsletter. Supplement to the Directory.
New Schools Exchange, Santa Barbara, Calif.
Report No—R-61
Pub Date 71
Note—24p.
Available from—New Schools Exchange, 301 East Canon Perdido Street, Santa Barbara, California 93101 (10.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Colleges, *Directories, Elementary Schools, *Experimental Schools, *Newsletters, Secondary Schools
Identifiers—*Alternative Schools, Canada, United States
This newsletter contains a supplementary directory of alternative schools in the United States and Canada, grouped alphabetically by State or Province including the name, address, and grade levels of each listed new school. Corrections to SO 001 788, the Directory of New, Innovative Schools, are in a second section. Finally, regional clearinghouses are listed as primary sources of information about alternative schools. Future issues of the newsletter are available by subscription; the Directory, Position Papers, and advertising in the newsletter are included in this rate. (AWW)

ED 053 057 SO 001 810
Johnson, Donald Johnson, Jean
India Through Literature: An Annotated Bibliography for Teaching India. Part II: India Through Contemporary Fiction.
Educational Resources Center, New Delhi (India).
Spons Agency—Office of Education (DHEW), Washington, D.C.; State Univ. of New York, Albany.
Pub Date 68
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annotated Bibliographies, *Area Studies, *Cross Cultural Studies, *Fiction, Humanities, Interdisciplinary Approach, *Nonwestern Civilization, Novels, Resource Guides, Secondary Grades, Short Stories, Social Studies, Supplementary Reading Materials
Identifiers—Asia, *India
The purpose of this bibliography is to suggest interesting and educational Indian novels and short stories which are appropriate for American secondary school student use. The best books written by Indians in their own languages and translated for the English speaking reader are included along with many written in English. There are two lists: 1) those books most appropriate for average high school students, and for the basic library collection; and, 2) a supplementary list with several for the superior student. The most useful way to use any of these works is as outside reading with students reading different books, or several students reading selected chapters of the larger volumes. The works in both lists are rearranged and described in chronological order for studying the historical aspects of the Indian experience from the Mutiny of 1857 to the present; then, in topic order covering various aspects of Indian life: village life, the role of women, marriage, water, social change, and caste. In all, approximately twenty seven novels and nine short stories are described, SO 001 619 through SO 001 623 are related documents. (SBE)

SP

ED 053 058 SP 004 832
Hunt, David E.
Matching Models in Education. The Coordination of Teaching Methods with Student Characteristics.
Ontario Inst. for Studies in Education, Toronto.
Report No—Monogr-Ser-10
Pub Date 71
Note—87p.
Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario Canada ($2.75)
Document Not Available from EDRS.
Descriptors—Coordination, *Educational Environment, *Models, *Student Characteristics, *Teacher Characteristics, *Teacher Education, *Teaching Methods
This book describes models to coordinate student characteristics with educational environments, and describes how teachers can be trained to provide such environments. It is divided into five chapters. Chapter I discusses general characteristics of matching models, objectives, characteristics of the person, characteristics of the environment, and nature of the person-environment interaction, and describes three specific examples of matching models. Chapter II describes the rationale and nature of an early version of a matching model, based on work during 1960-65, and gives an example of its application. Chapter III describes a conceptual level matching model, which improves on the model in Chapter II, and describes several matching studies conducted in schools. Chapter IV analyzes the skills required by teachers who apply differential procedures. It then suggests the implications of the skill analysis model for planning training programs. Chapter V extends the model in Chapter IV to include "accessibility characteristics," and thus deals with both the form and content of teacher training programs. (Author/RT)

ED 053 059 SP 004 907
McDonald, Frederick J.
A Model of Mathemagenic Behaviors as Intervening Variables in Classroom Communication.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—RM-30
Bureau No—BR-5-0252
Pub Date Apr 68
Contract—OEC-6-10-078
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Interaction Process Analysis, *Student Behavior, *Teacher Behavior, *Verbal Communication, *Verbal Learning, Verbal Stimuli
Identifiers—*Mathemagenic Behaviors
This paper makes an informational analysis of teachers' verbal discourse. A behavioral analysis is also made in terms of "tacts" and "mands," as defined by Skinner. These behavioral components of a message may be quantified in terms of "originality," "redundancy," and "complexity." But the most important problem is to find what effects the teacher's verbal behavior has on pupil behavior. A conceptual model using student mathemagenic behaviors as intervening variables is described. This concept is useful in describing the kinds of hypotheses that need to be formulated to guide empirical study. Mathemagenic behaviors--defined by Rothkopf as behaviors that produce learning--are the critical empirical concept linking teacher and student behavior. Thus, using the simplified behavioral and mathematical conception of teacher behavior and mathemagenic behaviors as intervening variables, a research strategy is envisaged. The utility of this approach is suggested by current experimental work on verbal learning. These concepts can also be used to integrate the research of several investigators on classroom discourse. (Author/RT)

ED 053 060 SP 004 960
Faculty-Student International Exchange Program.
Eastern Michigan Univ., Ypsilanti.
Pub Date 70
Note—31p.; 1971 AACTE International Education Award entry in the Distinguished Achievement Award program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Education Majors, *International Programs, *Preservice Education, *Student Exchange Programs, *Teacher Education, Teacher Educators, *Teacher Exchange Programs
Identifiers—England
This program involves an exchange of faculty and students between the university and two English colleges of education--Berkshire in Reading and Coventry. The student exchange, one semester in length, is limited to juniors who are pursuing a professional teacher education curriculum; their English counterparts, also in teacher education, are second-year students in a three year program. During their residence at the host institution the exchange students carry a full academic load. In addition to their regular classes, school visits and field trips are planned for them. The faculty exchange, 1 year in length, is open to all departments of the three institutions. Each exchange professor teaches, serves on the exchange committee at the host institution, and advises exchange students from his home institution. Eastern Michigan's exchange with Berkshire began the program in the fall of 1966; the exchange with Coventry started in 1970. (The report includes copies of the evaluation questionnaires for English and American students.) (Author/RT)

ED 053 061 SP 004 962
Program Development Project in International Teacher Education.
Towson State Coll., Md.
Pub Date 71
Note—15p.; 1971 AACTE Distinguished Achievement Award entry
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Early Childhood Education, Field Studies, *International Programs, Preschool Teachers, Preservice Education, *Program Development, Student Exchange Programs, *Study Abroad, *Teacher Education, Teacher Exchange Programs
Identifiers—Australia, England, Israel, Mexico
In the past two years, the Department of Early Childhood Teacher Education at Towson State College has completed phases of program development in studies abroad in four countries--England, Israel, Mexico, and Australia. An essential element of the program is a strategy of progressive development. It is characterized by a preparatory phase in which faculty members tour, study, consult, or teach in a foreign country, and develop personal relationships with a variety of personnel and institutions there. These provide the basis for a second phase, the introduction of a course for students conducted in field studies within the country. Finally, the program is elaborated through the conduct of subsequent courses abroad, the arrangement of faculty and student exchanges, the development of instructional materials, and the involvement of additional faculty and disciplines, all of which constitute a third phase. The program is now in Phase III with England, Phase II with Israel, and Phase I with Mexico and Australia. No special funds have been used for the program; faculty and students travel at their own expense. (RT)

ED 053 062 SP 004 963
Widell, Waldo R. And Others
The Study of Student Achievement as a Result of Modification of Certain Identifiable Teacher Behaviors.
Wisconsin State Univ., La Crosse.
Spons Agency—Wisconsin State Universities. Consortium of Research Development.
Pub Date Jun 69
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, American History, *Behavior Change, Feedback, Interaction Process Analysis, *Junior High School Students, Microteaching, *Teacher Behavior, *Teacher Influence, Video Tape Recordings

Identifiers—Flanders System of Interaction Analysis, Stanford Teacher Competence Appraisal Guide

This study found no significant difference in student achievement as a result of change in identified teacher behaviors in an American History course. The behaviors were those identified in the Stanford Teacher Competence Appraisal Guide. Behavior change was effected through the use of a microteaching teach-reteach cycle with feedback from videotapes, results of Flanders Interaction Analysis, and a supervisor. The history teacher coordinated the development of lesson plans for the microteaching sequences so that all students would have similar experiences. One American History class of 28 students was used for the experiment. A table of random numbers was utilized in dividing the class into two teach and two reteach groups. Students were given nine tests during a 5 week period, with test items taken from "Teacher-Made Test Items in American History: Emphasis Junior High School." No significant differences were found in test results between the teach and reteach groups. (RT)

ED 053 063 SP 004 964

Widell, Waldo R. And Others

The Study of Student Behavior in Science as a Result of Modification of Certain Identifiable Teacher Behaviors. Final Report.

Wisconsin State Univ., La Crosse.

Spons Agency—Wisconsin State Universities. Consortium of Research Development.

Pub Date Nov 69

Note—34p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Change, *Classroom Observation Techniques, Feedback, *Interaction Process Analysis, Preservice Education, *Science Instruction, Science Laboratories, Secondary School Students, *Student Teaching, *Teaching Models

Identifiers—Small Group Interaction System, Verbal Interaction Category System

Three classes of junior high and first year high school students were used in laboratory sessions with Earth Science Curriculum Project, Introductory Physical Science, and Biological Science Curriculum Study materials as a model for the pre-student teaching phase of teacher training. The Small Group Interaction System was utilized in analysis of the behavior which commonly occurred in the laboratory. Student teachers attempted to produce laboratory situations using the model provided. The Verbal Interaction Category System (VICS) was utilized in analysis of student teacher presentations to the classes before and after presentation of the model. Results showed that science student teachers, when exposed to models of laboratory situations, were able, through feedback which consisted of an analysis of these laboratory situations by the Small Group Interaction System, to not only duplicate the model but to improve upon it significantly at the .05 level. The analysis of the amount of teacher behavior in each of the 21 VICS areas before and after feedback and analysis showed an improvement which was significant at the .05 level in the areas D, E, G, J, M, Q, and T. (Author)

ED 053 064 SP 004 969

An Interdisciplinary Approach to the Professional Studies Component for Elementary Teachers at North Adams State College.

North Adams State Coll., Mass.

Pub Date 70

Note—17p.; 1971 AACTE Distinguished Achievement Award entry

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Guides, Educational Psychology, Elementary School Teachers, *Interdisciplinary Approach, Methods Courses, Microteaching, *Preservice Education, *Teacher Education Curriculum

In this program, the courses "Psychology of Learning" and "Principles of Teaching" have been combined and there has been a pooling of professional talent in structuring the program components. In the first phase of the program, the student observes the child in many experiences and concentrates on the learning act. In the second phase, the future teacher concentrates on the teaching act. Microteaching is utilized and opportunities are provided for teaching groups of children from the campus laboratory school. In the third phase, students have the opportunity for greater involvement in the laboratory school and the learning-teaching process. Evaluation of students is continuous throughout the semester. (The program description includes a detailed outline of the eight-credit course, with objectives, activities, and materials listed for each phase.) (Author/RT)

ED 053 065 SP 004 971

[Cooperative Teacher Education Program.]

Adams State Coll. of Colorado, Alamosa.

Pub Date 70

Note—33p.; 1971 AACTE Distinguished Achievement Award entry

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College School Cooperation, Course Organization, *Elementary School Teachers, *Preservice Education, Public School Teachers, Student Teaching, *Teacher Education, Teacher Role, Team Teaching, Ungraded Schools

The Adams State College Teacher Education Center at Los Alamos was established cooperatively by the College and the Los Alamos Public Schools. The center provides students in the elementary education program, over a span of two consecutive college quarters, the opportunity to complete the equivalent of 30-36 quarter hours of work in professional education. This work substitutes for the basic methods and general education courses required on campus and increases the time alloted to student teaching. Student teaching assignments are made to schools in which team teaching, ungradedness, and media centers are generally used. Public school teachers in a team approach with college personnel have determined the types of activities in which students will participate and the procedure for evaluation of the results. Instruction in the program is provided by a team of public school teachers chosen for their recognition as master teachers and interest and preparation in specific subject areas. Initial implementation of the new program occurred with a pilot group of nine students during January to June, 1970. Revisions based on evaluation of the pilot experiences are being implemented in the 1970-1971 school year. (The program description includes a schedule, a list of behavioral objectives and concepts for student teachers, and results of the pilot evaluation.) (RT)

ED 053 066 SP 004 972

Orr, Paul G. And Others

A Guide for In-Service Programs in International Education.

Alabama Univ., University. Coll. of Education.

Pub Date Nov 69

Note—78p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Objectives, *Course Descriptions, *Inservice Teacher Education, *International Education, *Latin American Culture, *Teacher Education, Units of Study (Subject Fields)

This document represents the second phase of a three-phase project on international education and focuses on the study units which were prepared. It is also intended to serve as a guide to the preparation of materials and ways of developing an international dimension to education. The emphasis of the units is on the application of information as a guide to action. International education offers teachers an opportunity to assist students in the development of a broader repertoire of structuring processes. Two teaching strategies were employed--unit planning to present information in such a way that the parts form an interrelated and interdependent whole, and the use of written behavioral objectives to provide teachers with an opportunity to determine learning goals clearly. The construction of objectives is explained in detail, as is the selection of content for the teaching unit. Various kinds of direct and indirect learning experiences are considered, and methods of evaluation based on the use of the behavioral objectives. Six sample units are included: 1) "Vocational Agriculture," 2) "Argentina: The Land and the People," 3) "Physical Education Rhythms," 4) "Our Mexican Neighbors," 5) "World Literature," and 6) "Indians of Central America." (Related document is ED 038 349.) (MBM)

ED 053 067 24 SP 004 977

Cruickshank, Donald R.

Simulation as an Instructional Alternative in Teacher Education.

Association of Teacher Educators, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0490

Pub Date 71

Contract—OEC-0-8-080490-3706(010)

Note—33p.; ATE Research Bulletin No. 8

Available from—Publication-Sales Section, NEA, 1201-16th Street, N.W. Washington, D.C. 20036 (Stock No. 868-24462; $1.25, quantity discounts)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Elementary Grades, *Inservice Teacher Education, *Preservice Education, Secondary Grades, *Simulation, Student Teaching, *Teacher Education

This paper brings together and examines several of the better known developments in the field of simulation as an instructional alternative in teacher education. Six examples of simulation in preservice and inservice teacher education are described. Each description includes information on the purpose and form of the simulation, how to use it, its specific advantages and drawbacks, and whom to contact for further information. The six examples are 1) classroom simulator, 2) teaching problems laboratory, 3) Project Insite, 4) low-cost instructional simulation, 5) human relations: one dimension of teaching, and 6) inner-city simulation laboratory. The booklet discusses the general advantages of simulation and the specific advantages of using it in conjunction with student teaching, as part of the college-based teacher education program, and in inservice and graduate education. The report also outlines briefly several questions which should be considered in deciding whether or not to use a particular simulation. (RT)

ED 053 068 SP 004 988

Monrovia Consolidated School Project.

San Francisco State Coll., Calif.

Pub Date 70

Note—206p.; 1971 AACTE International Education Award entry in the Distinguished Achievement Award program

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Administrative Personnel, *Federal Aid, Inservice Teacher Education, *Intermediate Administrative Units, *International Programs, Principals, *Professional Training, School Administration

Identifiers—Liberia

In 1961, San Francisco State College was selected by the United States Agency for International Development (USAID) to provide a contract group of educational technicians for Liberia in order to reorganize the administration and improve the educational system in the city of Monrovia. During the past 8 years, the College has provided 51 members of its faculty to the contract team, and advanced training has been provided on the College campus for 79 Liberians. The program has had two primary objectives: to assist in the development of a charter which would legally establish an intermediate level of school administration, and to train Liberian educators to administer and staff this intermediate unit. An on-going program of inservice education and instructional materials development has also been set up. Funds for the project were provided by USAID. (The program description includes the following supporting materials: "A Consolidated School System for Monrovia, Liberia--1961 Survey"; "Your Schools," a 1963 report of the problems and plans for future growth and development to meet Monrovia's and Liberia's educational needs; "Monrovia Consolidated School System Staff Analysis Study"; "Student Health Survey of Monrovia Consolidated School System.") (RT)

ED 053 069 SP 005 005

Aperiodic Report: Trainers of Teacher Trainers (TTT) Evaluation. No. 4, An Evaluation of Clustering in TTT.

Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.

Pub Date Dec 70

Note—71p.; Submitted to Consortium of Professional Associations for Study of Special Teacher Improvement Programs

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Programs, *Grouping Procedures, *Program Evaluation, *Teacher Education, *Teacher Educator Education, *Teacher Programs

Information is provided about various aspects of the clustering activities of the TTT program for 1969-70. Specific information about the purposes, means, and outcomes of clustering is presented, as is information about the organization of clusters and the extent of parity in TTT. The data was obtained from observations of meetings by evaluation staff, completed questionnaires of cluster meeting participants, completed interviews of project directors, and communications of the evaluation staff with persons involved in the national TTT program. The data indicated that participants generally agreed with the purpose of the cluster activity. The specific purposes of stimulating exchange and interaction and disseminating information among program components were rated highest in personal importance. The geographic basis of clustering was regarded by many as unsatisfactory, and the usefulness of cluster meetings as a clustering activity was inconclusive. Questionnaire respondents felt that parity seemed to be more extensive at the project than the cluster level, and that at the project level more occurred in planning than in operational aspects. The amount of parity at the project level was viewed with confidence as likely to increase significantly in the future. (MBM)

ED 053 070 SP 005 011

Robertson, Neville Sistler, Jack K.

The Doctorate in Education: An Inquiry into Conditions Affecting Pursuit of the Doctoral Degree in the Field of Education. The Institutions.

American Association of Colleges for Teacher Education, Washington, D.C.; Phi Delta Kappa, Bloomington, Ind.

Pub Date 71

Note—102p.

Available from—Phi Delta Kappa, 8th and Union Sts., Bloomington, Ind. 47401 ($4.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Curriculum, *Doctoral Degrees, *Doctoral Programs, *Education Majors, Financial Problems, Graduate Students, Program Content, School Role, *Schools of Education, Student Characteristics, *Surveys

This report updates the study "The Doctorate in Education" published by the American Association of Colleges for Teacher Education in 1960 (ED 046 872 through ED 046 875). A questionnaire set up to examine the same areas of inquiry as the AACTE study was mailed to 145 institutions which had been identified as offering doctoral programs in education. The 113 respondents were divided into two categories--"old institutions" and "new institutions." The first referred to those which were in the original study; the latter referred to those which had begun offering the doctorate in education since that time. The report presents detailed information on characteristics of the institutions, recent production of doctoral graduates in education, admission requirements, curricular requirements, and related conditions such as housing and finance. Comparisons are made between old and new institutions and between Ph.D. and Ed.D. programs. The report finds that as the Ph.D. has begun to drop the foreign language requirement and made other changes toward similarity with the Ed.D., it has become the more popular degree. Few differences were found between old and new institutions. The report also noted that the four areas which produced the greatest numbers of doctorates were school administration, guidance and counseling, educational psychology, and higher education. The final chapter includes other conclusions and recommendations and outlines of "typical" Ed.D. and Ph.D. programs. (SP 005 145 reports a similar study of Canadian institutions.) (RT)

ED 053 071 SP 005 029

Jensen, Larry C. Young, Jon I.

The Effect of Televised Simulated Instruction on Subsequent Teaching.

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Education Majors, *Effective Teaching, *Microteaching, Peer Teaching, *Preservice Education, *Program Effectiveness, Secondary School Teachers, *Student Teaching

Identifiers—Teacher Performance Evaluation Scale

This study found that microteaching experience significantly improved subsequent performance of student teachers on five of six specific factors derived from the Teacher Performance Evaluation Scale (TPES). Subjects in the study were 37 secondary education majors who were randomly assigned to experimental or control groups. Students in the experimental group participated in at least three microteaching sessions using peers as pupils. The microteaching sessions were videotaped and then viewed and critiqued by the student, his supervisor, and the peer "pupils." Both experimental and control subjects were then evaluated three times--at the beginning, middle, and end of 8 weeks of student teaching. Data obtained from the TPES were factor analyzed resulting in six subscales: 1) personality traits, 2) warmth of teacher behavior, 3) general classroom atmosphers, 4) lesson usefulness, 5) teacher interest in pupils, and 6) teacher interest in student achievement. Results from analysis of variance showed that subjects with microteaching experience received significantly higher ratings on the first five factors. Several interactions with the time variable were also noted with the general trend being toward greater difference between groups at the end of student teaching. (RT)

ED 053 072 SP 005 030

Bhaerman, Robert

American Federation of Teachers' Statement on Vertical Staffing.

American Federation of Teachers, Washington, D.C.

Pub Date Mar 71

Note—7p.; Prepared for the Bureau of Educational Personnel Development

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Differentiated Staffs, *Horizontal Organization, Local Unions, Salary Differentials, *School Personnel, *Teacher Associations, Teacher Salaries, *Vertical Organization

This position paper details the AFT's opposition to vertical staffing patterns which create salary differentials based on different "levels" of responsibility and thus foster disunity among teachers. It supports, rather, the concept of horizontally differentiated roles and responsibilities, which bases extra salaries upon the union principle of extra pay for extra work, e.g., supervision of interns or committee work. In support of this position, two examples are cited of differentiated staffing programs developed AFT locals. The first program, Career in the Classroom, was developed by the New York City union and funded under the USOE School Personnel Utilization Program of the Bureau of Educational Personnel Development. The program calls for the creation of a wide range of positions, from paraprofessional to adjunct professor. The second program, at a high school in suburban Minneapolis, has also developed a horizontally differentiated staff which includes clerical teacher aides, teacher interns and assistants, teachers, and team leaders. The AFT is working to implement a differentiated staffing program in three New Jersey school districts. (RT)

ED 053 073 SP 005 031

Kelly, Donald Edward

An Assessment of the Effects of Two Experimental Arrangements on the Classroom Behavior of Student Teachers as Measured By IOTA.

Arizona State Univ., Tempe.

Pub Date Sep 70

Note—158p.; Doctoral dissertation presented at Arizona State University, 1970

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Classroom Observation Techniques, *Effective Teaching, *Field Experience Programs, *Preservice Education, *Program Effectiveness, *Secondary School Teachers, Student Teachers, Teacher Behavior

This study found no significant difference in classroom teaching performance between participants enrolled in the three semester on-site teacher preparation sequence and participants enrolled in a one semester on-campus and two semester on-site sequence. Subjects were 39 volunteer undergraduate students enrolled in the Department of Secondary Education at Arizona State University, randomly assigned to two experimental groups. Group A spent three semesters in on-site experiences which included observation/participation activities and weekly on-site seminars. Participation activities were increased throughout the program. Group B spent the first semester in on-campus activities which included seminars, microteaching, using audiovisual materials, group dynamics, set induction theory, lesson plans, and interaction analysis. Group B's second and third semester experiences paralleled those of Group A. During the last semester, two 45-minute live classroom observations were made on each participant using the instrument for the Observation of Teaching Activities (IOTA). Data were analyzed by computing t ratios for each of the 14 observation scales based on the mean scores of the two observations. Since there was no difference in performance between the groups, it was recommended that Sequence B be adopted for logistical reasons, and that a longitudinal follow-up study be conducted on participants. (Author/RT)

ED 053 074 SP 005 033

Vincent, William S.

33 Roles for Teachers and Pupils in the Classroom.

Pub Date 70

Note—37p.

Available from—William S. Vincent, Teachers College, Columbia University, New York, N.Y. 10027 (Single copy $2.00, quantity discounts)

Document Not Available from EDRS.

Descriptors—Classroom Communication, Group Activities, Individualized Instruction, *Instructional Materials, *Student Behavior, *Student Role, Student Teacher Relationship, *Teacher Behavior, *Teacher Role

This booklet is intended for use by persons participating in a "Role Identification Training Session." It lists 33 behaviors--one on each page--and gives a description and example of the behaviors as manifested by both teachers and students. Space is provided for the participant to write in examples that he has observed of these behaviors. Behaviors listed relate to four principal objectives: 1) individualization of the instructional program, 2) development of good interpersonal relations among pupils and between teachers and pupils, 3) cultivation of a setting for creative thinking, 4) utilization of the characteristics of good group activity. Some examples are involvement in an activity, shared leadership, mutual respect, group evaluation, flexible timing of learning experiences, creative thinking, patient manner, individualized evaluation, self-evaluation, permissive movement around the room, and admission of mistakes. (RT)

ED 053 075 SP 005 034

Foshay, Arthur W.

Curriculum for the 70's: Agenda for Invention.

National Education Association, Washington, D.C. Center for the Study of Instruction.

Pub Date 70

Note—77p.

Available from—NEA Publications-Sales Section, 1201-16th St., N.W., Washington, D.C. 20036 (No. 381-11946, $1.50 paperbound; No. 381-11948, $3.00 clothbound)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Administrator Role, *Curriculum Design, *Curriculum Development, *Educational Innovation, *Individualism, *Individualized Instruction, School Community Relationship, School Role, Social Factors, Student Participation, Teacher Role

This monograph outlines briefly the problems facing schools today and emphasizes the need to adapt education to changing social forces. It traces the developing role of the school in society since 1900, noting a reversal of roles which is now occurring. Rather than sublimating the needs of the individual to those of society, the school must now serve the individual. A consideration of the implications of this new role for curriculum development yields a list of twelve practices which are necessary for schools to fulfill their new role. These include student participation in curriculum planning, community and citizen involvement in education, expansion of the curriculum to include the study of man as a social being and the study of individual self-awareness, increased emphasis on literature and the arts, and student participation in the real world in the form of productive work. Where possible, examples are given of schools which are presently using these practices. A final word addressed to the individual teacher or administrator points out several specific things that each can do within the

present system to move toward the development of a humane school. (RT)

ED 053 076 SP 005 108
Merrill, M. David Harrison, Grant V.
Instructional Research and Development at Brigham Young University: A Statement of Philosophy and Intent.
Brigham Young Univ., Provo, Utah.
Pub Date 10 Mar 70
Note—9p.; Working Paper No. 1
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Consortia, *Educational Development, *Educational Research, *Instructional Systems, *Systems Development

This document, the first of a series, details some of the elements in Brigham Young University's Instructional Research and Development Program which reflect the belief that a training program for specialists in instructional development must contain a different emphasis than a research training program. The topics considered include 1) curriculum control which has eliminated peripheral areas of emphasis and made the master's and doctor's degrees in instructional psychology the primary emphasis of the graduate educational psychology program; 2) a five-phase internship moving the student through a series of experiences which require him to simulate the career involvement he will later experience; 3) a consortium within the university, consisting of the Department of Education, the Department of Psychology, and the Department of Instructional Research and Development; 4) a consortium external to the university of agencies involved in instructional development, providing a possible source of internship, and consisting of the Far West Laboratory for Educational Research and Development, Systems Development Corporation, McGraw Hill, and the local public schools; 5) the staffing pattern for Instructional Research and Development; and 6) a developed training package to be distributed to other agencies. (MBM)

ED 053 077 SP 005 109
Merrill, M. David
Organizing for Instructional System Development.
Brigham Young Univ., Provo, Utah.
Pub Date 5 Jan 70
Note—10p.; Working paper No. 3
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Specifications, *Instructional Systems, *Program Evaluation, *Systems Analysis, *Systems Development

In Phase 1 of this four-phase cycle, requests for new systems or for evaluation of current systems are reviewed. Those seeming to have the most promise in terms of improved instruction, increased efficiency, and economy will be assigned priorities subject to constraints of material and manpower resources. In Phase 2, a detailed definition of the system to be developed will be prepared for projects approved by the review committee. A senior instructional systems analyst will work closely with an individual or committee from the academic department in which the course is taught to develop this description, which will provide a complete specification of the system. In Phase 3, the proposal and project description will be given to a development team consisting of design and media specialists working with a subject matter specialist to design, produce and implement the instructional system. In Phase 4, during the first semester of actual use, the system will be empirically validated by an evaluation team working with the course instructor. Results of this evaluation will be used to revise or redesign the system subject to approval by the department and the review committee. (MBM)

ED 053 078 SP 005 116
Merrill, M. David
Three Levels of Instructional Design.
Brigham Young Univ., Provo, Utah.
Pub Date Mar 71
Note—20p.; Working Paper No. 15; presented at AERA annual meeting, New York, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Sciences, *Differentiated Staffs, *Educational Strategies, *Instructional Design, *Team Training

In 1969, the author proposed that a teaching team should consist of a horizontally differentiated staff with team members trained in four distinct skill areas: 1) instructional design, 2) instructional interaction, 3) interpersonal design, and 4) interpersonal interaction. The present paper proposes, in addition, a vertically differentiated staff for the new profession of instructional design. There would be three levels: 1) instructional technicians (teacher level), with teachers trained to use instructional design guides and challenged to design and plan effective instructional environments, utilizing the materials which they have been given; 2) instructional technologists (engineering level), with M.A. level on specialist level technologists trained to develop self-contained instructional systems (multi-media presentations, programmed materials, CAI, etc.) and instructional design guides for use by teachers in preparing their own instructional materials; and 3) instructional psychologists (scientist level), with Ph.D.'s trained to specify and develop instructional theory and to conduct laboratory behavioral science research on principles of instruction. (MBM)

ED 053 079 SP 005 117
Merrill, M. David
Toward a Theory-Based Approach to Instructional Development.
Brigham Young Univ., Provo, Utah.
Pub Date 30 Mar 71
Note—29p.; Working Paper No. 16, presented at AECT 1971 convention, Philadelphia
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Patterns, *Concept Formation, *Educational Theories, *Information Processing, *Instructional Design

Instructional development should be based on theory rather than raw empiricism. The dimensions and possible form of an instructional theory are outlined in three premises. It was presumed that a limited set of behavior categories exist and that all behaviors can be calssed into one or more of these categories. It was also presumed that for each category there exists an optimal information processing strategy which would promote most efficiently and effectively the acquisition of that behavior. It was also presumed that the purpose of instruction is to manipulate task variables in such a way that students are facilitated in using the appropriate information processing strategy. One aspect of an instructional theory is described in relation to concept learning. An experimental investigation is described, together with steps for applying these principles to instructional development. (Author/MBM)

ED 053 080 SP 005 120
Harrison, Grant Von
Structured Tutoring.
Brigham Young Univ., Provo, Utah. Dept. of Instructional Research and Development.
Report No—WP-24
Pub Date 6 May 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary School Students, *Instructional Materials, Mathematics Instruction, *Peer Teaching, Programed Tutoring, Reading Instruction, *Tutoring
Identifiers—*Structured Tutoring

Although the structured tutoring model was designed to cope with the unique learning characteristics of low achieving primary grade children who are considered high risks in terms of failure, structured tutoring can be used to teach most objectives not readily attained by students generally, at any grade level. The best tutors for primary grade children are older elementary school students. These students should be closely supervised by an adult with experience in devising diagnostic criterion-referenced pretests, preparing and maintaining record sheets and instructional materials, and selecting and training student tutors. The adult should be someone other than a classroom teacher. As most interested groups do not have the resources or time to meet the stipulations advocated by the author, he has written a series of tutor guides and manuals and developed several complete tutorial systems. The guides and manuals can be used with tutoring programs at almost any level or in any subject area. The complete tutorial systems are designed for programs in which fifth and sixth graders are teaching first and second graders reading or arithmetic. (RT)

ED 053 081 SP 005 122
Bush, Robert N.
New Directions for Research and Development in Teacher Education.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—RM-32
Pub Date May 68
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Development, *Educational Objectives, *Research Needs, *Research Proposals, *Teacher Education

In planning new directions for teacher education it is reasonable to assume that education will become more rather than less important in the next decade, that technology will drastically alter our way of life, that there will be a continued trend toward urbanization, that teaching will become more individualized, and that teaching talent will be used in new ways. The three main ingredients to be considered are curriculum, teachers, and organization and management. The two kinds of problems needing research and development are 1) those of a general character which relate to the design and structure of the program and 2) those which are more specific and technical dealing with the skills and knowledge reqiired for teachers. The major emphasis in the next decade probably ought to be upon developmental work. New programs should be used only for those who are committed to teaching, with the major effort devoted to the first few formative years in teaching. The last two years in training and the first years on the job need to be looked at as a whole, and the distinction between pre- and inservice education needs to be erased. The needed reform in teacher education is dependent on reform in the schools and on the treatment of teachers during their first few years in the school. (MBM)

ED 053 082 SP 005 123
Strowbridge, E. D.
Cooperative Program in Teacher Education: Model for an Educational Complex.
Corvallis School District 509J, Oreg.
Pub Date 70
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Clinical Professors, *College School Cooperation, *Elementary Schools, *Field Experience Programs, Individualized Instruction, Inservice Teacher Education, Master Teachers, *Preservice Education, Student Teaching, Supervisory Training, *Teacher Education, Teacher Supervision, Team Teaching, Ungraded Elementary Programs

This cooperative program between three elementary schools and the Oregon State University Division of Elementary Education provides a complete program of teacher education from college sophomore level to inservice for supervising teachers. It is committed to the development of new approaches such as multi-graded classrooms, individualized instruction, and team teaching. The preservice teachers participate in classroom activities for 4 half-days each week at the sophomore and junior levels, with the remainder of the day devoted to seminars taught primarily by college staff. Student teachers work full-time in the classroom for one semester. The resident teacher experience is for students who have completed student teaching, but desire additional experience in the classroom; it is similar to internship. A two-course inservice sequence in instruction and supervision is available for cooperating teachers. An important factor in the success of the program is considered to be the two joint university-school appointments, one a classroom teacher, and one a school of education staff member. Data is presently being collected for evaluation of the program. (RT)

ED 053 083 SP 005 124
Hailey, Paul W.
Laws and Regulations Governing Teacher Education and Certification.
Ohio State Board of Education, Columbus.
Pub Date [70]
Note—94p.; Effective January 1, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Certification, *Educational Certificates, *Teacher Certification, *Teacher Education, *Teacher Qualifications

This document covers 1) sections of Ohio law governing teacher education and certification, types of certificates, standards for certification, and renewal and revocation of certificates; 2)

definitions and general information; 3) administrative and supervisory certificates; 4) elementary and kindergarten-primary teaching certificates; 5) high school teaching certificates; 6) pupil personnel services--school counselor, school psychologist, and visiting teacher; 7) special teaching certificates; 8) special education teaching certificates--teachers of the deaf and hard-of-hearing, of the orthopedically handicapped, of the visually handicapped, of the educable mentally retarded, of children with learning disabilities or behavior disorders, and of physical, occupational, speech and hearing therapists; 9) vocational teaching certificates--agriculture, distributive education, home economics, trade and industrial education, and work experience; 10) temporary teaching certificates--non-vocational and vocational fields; 11) standards and regulations governing the approval of colleges and universities preparing teachers in Ohio. An appendix lists the colleges and universities in Ohio approved for teacher education. (MBM)

ED 053 084 SP 005 125
Levit, Martin
The Study of Education.
Pub Date 71
Note—13p.; Paper prepared for presentation at meeting of National Standing Conference on Humanistic and Behavioral Studies in Education, AACTE, April 14-15, 1971, Washington, D.C.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Methods, *Foundations of Education, Interdisciplinary Approach
This paper examines several approaches to the study of the foundations of education and rejects all of them. Approaches are classified as "system-adaptive" or "system-reform" according to whether they examine existing educational systems and objectively analyze alternatives or whether they advocate specific new values or, indeed, freedom from all values. The approach recommended by the author is termed "systems-evaluative" or "inquiry-oriented." This approach evaluates the effectiveness of educational systems and their goals in relation to certain defined values, but does not attempt to judge the values. The rationale developed to support this approach includes a short study of the history of scientific method and an explanation of the interdependence of systems. The author concludes with the hope that it is not too late for the foundational studies to become embracive and majestic in support of a national educational and social policy of the future. (RT)

ED 053 085 SP 005 126
Nash, Paul
The Major Purposes of Humanistic and Behavioral Studies in Teacher Education.
Pub Date 71
Note—12p.; Paper prepared for the working conference of the National Standing Conference on Humanistic and Behavioral Studies in Education, AACTE, April 14-15, 1971, Washington, D.C.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Foundations of Education, *Teacher Education Curriculum, Teacher Educators, Teacher Role
The author of this paper sees the major purpose of the humanistic and behavioral studies in teacher education as helping students in learning how to feel, how to think, and how to act. He deplores the inability of young people to function independently in their personal and professional lives and blames the dependent nature of their education for this phenomenon. A curriculum in the foundations of education which would help future teachers to break through the circle of "teaching as they are taught" would emphasize sensitivity training and critical and analytical thinking. In this type of program, the role of the teacher educator would change to include continuing experiences in the public schools. He would function as a unique communication link between the university and the schools. The author concludes by pointing up the need for continuing inservice education to keep the teacher abreast of the latest developments in educational theory and practice. (RT)

ED 053 086 SP 005 127
The Shape of Education for 1971-72.
National School Public Relations Association, Washington, D.C.
Pub Date 71
Note—64p.
Available from—National School Public Relations Association, 1201-16th St., N.W. Washington, D.C. 20036 (Stock No. 411-12790; Single copy $3.00, discounts on quantity orders)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Activism, *Child Care, Community Schools, Education Vouchers, Federal Aid, Federal Legislation, *National Competency Tests, Open Plan Schools, *Pass Fail Grading, *Performance Contracts, *Program Budgeting, Program Planning
Identifiers—National Assessment of Educational Progress, Program Planning Budgeting Systems
This collection of 12 articles, prepared by the editors of the weekly newsletter "Education USA," attempts to highlight significant new developments that have surfaced as major education issues. The aim of the collection is to provide "an authoritative, up-to-date report on what's new in education in one book." The articles cover such topics as the Nixon Administration's attitude toward education, performance contracts and education vouchers, PPBS (Program Planning Budgeting Systems), results of the National Assessment of Educational Progress, pass-fail grading, child care centers, informal schools, community schools, and student militancy. (RT)

ED 053 087 24 SP 005 130
Borg, Walter R.
The R & D Process as Used in Designing Minicourses.
Far West Lab. for Educational Research and Development, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2931
Pub Date 70
Contract—OEC-4-7-062931-3064
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Costs, *Educational Development, Educational Research, *Instructional Materials, *Material Development, Microteaching, Short Courses, *Teacher Education
Identifiers—*Minicourses
This paper elaborates on a list of procedures contained in an accompanying handout entitled "The 27 Steps in the Development Program." These 27 steps are subsumed under 12 categories: 1) research and information collecting, 2) planning, 3) develop preliminary form of product, 4) preliminary field testing, 5) main product revision, 6) main field testing, 7) operational product revision, 8) operational field testing, 9) final product revision, 10) dissemination and distribution, 11) report preparation, and 12) implementation. The paper emphasizes the importance of detailed planning with specific objectives. It also justifies the expense of such rigorous development by pointing out the wide applicability of the products and the resulting low unit cost per user. (RT)

ED 053 088 24 SP 005 132
Borg, Walter R.
Training Public School Research Personnel for a Role in Educational Research and Development.
Far West Lab. for Educational Research and Development, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2931
Pub Date 70
Contract—OEC-4-7-062931-3064
Note—10p.; Paper presented at AERA annual meeting, Minneapolis, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Development, *Educational Research, Educational Researchers, *School Personnel, *Staff Role
This paper attempts to define the future role of research personnel in the public schools. It surveys the methods of applied and basic research and finds both inadequate for bringing about specific changes in the schools. Educational research and development is suggested as an alternative. This research and development cycle involves finding and studying research pertinent to a product to be developed, developing the product, testing it in the field to find its deficiencies and then revising to correct these deficiencies. It would be inefficient for each local school system to attempt this process on its own. Rather, public school research personnel should support such efforts by identification and preliminary evaluation of new innovations, field testing of new educational products, selecting from available products those best suited to local needs, and implementing the products selected into local schools. (RT)

ED 053 089 24 SP 005 133
Borg, Walter R.
Research, Development, and Implementation Costs for Minicourses.
Far West Lab. for Educational Research and Development, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2931
Pub Date 71
Contract—OEC-4-7-062931-3064
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Costs, Educational Research, Inservice Teacher Education, *Instructional Materials, Material Development, Microteaching, *Program Costs, Short Courses, *Teacher Education, Unit Costs
Identifiers—*Minicourses
This paper provides information on the cost of the research underlying the Minicourse model as compared with the development cost of the Minicourse packages. It also estimates the cost that would be involved in achieving 30 percent implementation of Minicourses by elementary and secondary school teachers in the United States. Research costs are estimated on the basis of 11 projects (listed in an appendix) which formed the direct foundation for the development work. Development costs are estimated on the basis of an average of current figures for Minicourses 2, 3, 5, and 8. (An appendix lists the costs of each of the four broken down by the major steps in the development process.) Dissemination and implementation costs are also estimated, mainly on the basis of material and personnel costs. A summary of costs arrives at a figure of $45 for the average cost of one course for one teacher. (RT)

ED 053 090 24 SP 005 134
Borg, Walter R.
Possible Research Questions Related to the Minicourse Model.
Far West Lab. for Educational Research and Development, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2931
Contract—OEC-4-7-062931-3064
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Research, Instructional Materials, Microteaching, *Research Needs, Short Courses, *Teacher Education
Identifiers—*Minicourses
This document contains a list of 19 research questions completed by the staff of the Teacher Education Program. The ideas are stated in very brief terms, but each idea has behind it a tentative research plan which can be expanded into a design to fit conditions that exist in any given preservice or inservice teacher education setting. The major concern is in the implications of these questions for the practical problem of developing more effective products to improve teaching. (Author/RT)

ED 053 091 24 SP 005 135
Borg, Walter R.
Guidelines for the Development of Minicourses.
Far West Lab. for Educational Research and Development, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-2931
Contract—OEC-4-7-062931-3064
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Development, *Guidelines, *Instructional Materials, *Material Development, Microteaching, Short Courses, *Teacher Education, Teaching Skills
Identifiers—*Minicourses
This paper pulls together the knowledge and insights that have been accumulated in the development of Minicourses. It is expected that the guidelines will be revised and enlarged as new knowledge about this work is accumulated. The guidelines cover the following aspects of

Minicourse development: initial planning, the introduction film, the instructional film, the model film, the practice lesson, the teacher handbook, evaluation forms, and the coordinator's handbook. A separate section devoted to each of these elements describes in detail the purpose of that particular element and then lists comprehensive guidelines. (Appendixes contain sample materials: a checklist of teacher activities for Minicourse Eight, a daily course schedule for Minicourse Nine, a list of techniques and principles related to learning from films, and a list of film credits for a minicourse introduction film.) (RT)

ED 053 092 SP 005 136

Kuzsman, Francis, Ed. And Others

An Overview of the Nongraded School. Deliberations of the St. Francis Xavier Institute on the Nongraded School.

Saint Francis Xavier Univ., Antigonish (Nova Scotia).

Pub Date 70

Note—205p.

Available from—Casket Printing and Publishing Co., Ltd., Antigonish, N.S. ($2.75)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Continuous Progress Plan, *Inservice Teacher Education, *Nongraded System, *Teacher Education, *Teacher Educator Education

This Institute was held to provide inservice training for teachers, administrators, and teacher educators in Nova Scotia. The papers presented by the seven consultants are 1) "An Overview of the Nongraded School," and "The Curriculum of the Nongraded High School," by B. Frank Brown; 2) "Social Studies in the Nongraded School," by Maurice Recchia; 3) "The New Social Studies and the Nongraded School," by Joseph Eulie; 4) "Organizing the Nongraded Primary School," by Bernarda Bockrath; 5) "The Curriculum of the Nongraded School," by Robert Anderson; 6) "Organizing the Nongraded Elementary School," by William Graves; and 7) "Concepts and Definitions of Nongrading," by Maurice Hillson. There is also the transcript of a panel discussion on the pros and cons of nongrading, and an extensive bibliography. (MBM)

ED 053 093 SP 005 140

Assessment of the Teacher Corps Program at Western Carolina University and Participating Schools in North Carolina.

Comptroller General of the U.S., Washington, D.C.

Pub Date 20 May 71

Note—46p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Disadvantaged Youth, *Educationally Disadvantaged, *Educational Opportunities, *Individualized Instruction, *Teacher Education

Identifiers—*Teacher Corps

The Teacher Corps program increased the educational opportunities available to pupils in grades to which corps members were assigned, however, the program's impact was not nearly as great as it could have been. Some interns participated in special projects or used new methods of instruction, but few of these activities were continued after the corps members left. Program officials said that manpower and resources were insufficient and that they had not evaluated the activities to identify those that were successful. Officials believed that the program had benefited individual students by reducing the student-to-teacher ratio, and by exposing the children to interns from a variety of backgrounds. Although the program's influence on the regular teaching staff was limited, it was believed that some of the teachers had changed their methods of instruction. Few interns remained permanently in the area because of its isolation, the low salary levels, and the small number of teacher vacancies. University officials believed that the program had contributed to the development of new approaches to student teaching in the regular curriculum. (MBM)

ED 053 094 SP 005 141

Maddox, Kathryn And Others

New Dimensions in Teacher Education Inservice.

Kanawha County Teacher Education Center, Charleston, W. Va.

Pub Date [70]

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Objectives, College School Cooperation, Cooperating Teachers, *Curriculum Guides, *Inservice Teacher Education, Student Teachers, *Teacher Behavior, *Teacher Education

Identifiers—Kanawha County Teacher Education Center

The Multi-Institutional Kanawha County Teacher Education Center has developed new techniques in teacher education, initiated cooperative seminars, and explored and developed cooperative inservice programs for student teachers and supervising teachers. This document describes an "on site" program designed to improve the competency of teachers and to improve the quality of teacher education in schools designated as teacher education centers. The program deals primarily with the behavioral aspect of teaching. Each seminar is designed to model an "ideal" lesson, giving attention to early inductive or perceptual activities and culminating in a capstone or "doing" phase. The project was piloted at John Adams High School, a new suburban school with 968 students. The school faculty participated in organizing meetings preceding the actual course and in planning activities to meet the needs of their particular school program. The course was designed around the theme of "Teaching Behaviors," with an objective of sensitizing teachers to be aware and concerned with each unique student. The detailed curriculum for the course is included in the document. (MBM)

ED 053 095 SP 005 144

Basic Guidelines for Media and Technology in Teacher Education.

Association for Educational Communications and Technology, Washington, D.C.

Pub Date 71

Note—15p.

Available from—NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 071-02742; $1.25)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Accreditation (Institutions), Administrator Guides, *Audiovisual Aids, *Guidelines, *Instructional Materials, *Teacher Education, Technological Advancement

These guidelines have been prepared to assist the faculty and administration of colleges and universities to more realistically incorporate media and technology into their programs. It is intended to accompany and amplify the standards for the accreditation of teacher education prepared by the American Association of Colleges for Teacher Education. The concerns, developments, and plans for the application of newer media and materials and modern technologically-assisted instruction of teacher education programs are detailed. A brief summary of the development of instructional materials and media is included in order to relate their importance to the teacher education program, and within this context it is possible to develop guidelines more directly identified with the standards as adopted in January 1970. Comments are not necessarily appropriate to each of the standards, and therefore guidelines are not presented for every numbered standard, but to maintain a close relationship, the numbering system used with the standards is also used for the guidelines. A short bibliography is included. (Author/MBM)

ED 053 096 SP 005 145

Robertson, Neville L.

The Doctorate in Education in Canada.

Phi Delta Kappa, Bloomington, Ind.

Pub Date 71

Note—29p.; Occasional paper 12

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Admission Criteria, Curriculum, *Doctoral Degrees, *Doctoral Programs, *Education Majors, Financial Problems, Program Content, School Role, *Schools of Education, Surveys

Identifiers—*Canada

This paper deals with the Canadian counterpart of the survey of doctoral programs in professional education in the United States undertaken by Phi Delta Kappa and the American Association of Colleges for Teacher Education (SP 005 011). The information in this report was gathered by visits to four Canadian universities. Three--the Universities of Alberta, British Columbia, and Toronto--were selected because they represented the bulk of doctoral output in professional education in Canada. The fourth university--the University of Manitoba--was chosen because it provided an excellent example of an institution with a new program. The information gathered is discussed under the headings of admission procedures, programs of study, areas of study offered, student support, and housing. The section on programs of study includes the categories of course work, examinations, committees, internships, research dissertations, program length, and foreign language requirements. The report notes that, like American institutions, Canadian universities seem to be phasing out the Ed.D. in favor of the Ph.D. degree and dropping the foreign language requirement. (RT)

ED 053 097 SP 005 200

Teacher Education: The Challenge of the Seventies. International Perspectives on Theory and Practice.

International Council on Education for Teaching, Washington, D.C.

Pub Date 70

Note—40p.

Available from—International Council on Education for Teaching (ICET), One Dupont Circle, Washington, D.C. 20036 ($1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Curriculum Evaluation, *Developing Nations, *Educational Innovation, *Teacher Education, *Teacher Education Curriculum

Identifiers—*Jamaica, *Malaysia

This annual report contains five speeches presented at the International Council on Education for Teaching Conference in Sydney, Australia in August, 1970. Titles and authors of the speeches are 1) "New Developments in Education for the Seventies" by Seth Spaulding, 2) "The Uses and Abuses of Diversity in Teacher Education" by Harry S. Broudy, 3) "Curriculum Evaluation in Teacher Education in Malaysia" by R. Vivekananda and Sim Wong Kooi, 4) "Reflections on Education in the Emerging World by a Politician-Educator" by Robert N. Thompson, and 5) "Teacher Education in Jamaica" by Glenville H. Owen. (RT)

ED 053 098 SP 005 202

The California Teacher Development Project.

Fremont Unified School District, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Note—8p.; A Title III project

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Objectives, *Individualized Instruction, *Inservice Teacher Education, *Teacher Education, *Teacher Workshops

This Project for Systems of Individualized Instruction is intended to develop a teacher and administrator inservice program to facilitate role changes necessary for teachers in transition from group-paced to individualized instruction. Other objectives include the development of a parent information and orientation program, and the development of an instrument to analyze teacher performance in systems of individualized instruction. Teachers and students from all grade levels except kindergarten participate. In determining the needs of the program, teachers currently individualizing were sampled and ten major need areas were identified. In the workshop each participant selects the five or six learning activity packets with which he intends to work for a 4- or 5-day period and which contain a performance criterion test, primary idea learning objectives, introductory reading material, and several varied options for achieving the learning objective. The effectiveness of the program is being evaluated before it is made available to other school districts. (MBM)

ED 053 099 SP 005 207

Assessment of the Impact of the Teacher Corps Program at the University of Miami and Participating Schools in South Florida.

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—44p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Disadvantaged Youth, *Educationally Disadvantaged, *Educational Opportunities, *Individualized Instruction, *Teacher Education
Identifiers—*Teacher Corps

The Teacher Corps program strengthened the educational opportunities available to pupils in classes to which corps members were assigned, but the report concludes that it had much less impact than it might have had. Innovations were not continued after the Corps members finished their assignments, with lack of staff and funds cited as the reasons. School principals and teachers generally agreed that the new methods and individual attention increased the learning capability and improved the attendance of many students. Over half the interns who completed the program were hired as teachers in schools serving poor areas. The program had some degree of success in broadening the University's teacher preparation program, with new courses and adaptations of regular courses to make them more relevant to teaching children from poor families. The Teacher Corps programs in Florida could be made more effective through broader dissemination by the State Department of Education of information on experiments and methods used successfully in the program. (MBM) !

ED 053 100 SP 005 208

Assessment of the Teacher Corps Program at Northern Arizona University and Participating Schools on the Navajo and Hopi Indian Reservations.

Comptroller General of the U.S., Washington, D.C.
Pub Date 71
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Individualized Instruction, *Minority Groups, *Rural Education, *Teacher Education, Tribes
Identifiers—*Teacher Corps

Eleven of the schools in this Teacher Corps program are on the Navajo Reservation and one on the Hopi. Corps members provided individualized instruction and introduced several new teaching methods to make the instruction more relevant to the children's culture. These methods have now been adopted by the regular teaching staff. Corps members also participated in various education-related community activities, and devised and carried out a cultural exchange project with 25 Hawaiian children. Exposure to Indian members, who made up 42 percent of the Corps, gave the children incentive for their own schooling, and about three-quarters of the interns who had completed the program were hired as teachers in reservation schools. The program also broadened the university's teacher education program and fostered a more cooperative relationship among the various colleges in the university. The Arizona Department of Education plans to increase the dissemination of information on successful innovations used by the Corps, and the U.S. Office of Education plans to offer technical assistance through the Corps for evaluation and to cooperate with the department of education as soon as staff are available. (MBM)

ED 053 101 SP 005 215

Filep, Robert T. And Others

A New Model for Inservice Training: A Report of a Survey of Thirteen Counties in Northern California.

Institute for Educational Development, El Segundo, Calif.
Spons Agency—California State Dept. of Education, Sacramento. Bureau of Elementary and Secondary Education.
Pub Date 71
Note—114p.
Available from—IED, 999 Sepulveda Blvd., El Segundo, Calif. 90245 ($2.25, handling charge)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Inservice Programs, *Models, *Program Design, *Program Development, *Teacher Education

This study was to evolve a new model for inservice training of teachers and administrators in rural and urban areas of California. Initially, 1,600 individuals were surveyed regarding their inservice activities. The data were then evaluated using "Filep's intersect theory of assessment" which employs an analysis of consensus as well as disagreement overlap. The model that emerged was constructed utilizing both the survey data and the assistance of a task force representing the 13 participating counties. The model involves establishing 1) a "people network" of individuals responsible for inservice programs at all levels; 2) a communication and utilization system to unite these individuals and a means for developing, conducting, and evaluating inservice programs; and 3) a basic plan or schedule that provides for inservice activities and their sequencing. Two versions of the model have been developed, the first including a school year plus a summer program and the second directed solely to the academic year. The report suggests methods by which local school districts can finance initial phases of the model, but shared resources at local, county, and state levels would be required for wide-scale, effective implementation. The model could enable research, development, application, and evaluation of new state curricula frameworks in any subject area to be undertaken rapidly. (Author/MBM)

ED 053 102 SP 005 217

Handbook for Directors, Educational Personnel Development Programs, 1970-71.

Bureau of Educational Personnel Development (DHEW/OE), Washington, D. C. Teachers Corps.
Pub Date 70
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Policy, *Administrator Guides, *Educational Development, *Program Administration
Identifiers—*Educational Professions Development Act, EPDA

This handbook was prepared to assist directors in administering their EPDA projects in the following areas: TTT, basic studies, vocational and technical education, special education, early childhood, school personnel utilization, educational administration, media specialists, and pupil personnel services. The subjects covered include 1) publicity; 2) applications; 3) the selection of participants and notification to successful and unsuccessful applicants; 4) the organization of the program including orientation, examinations, schedule, rules governing participation, and instructional materials; 5) grant negotiation procedures; 6) general administrative matters; and 7) budget adjustments. Three appendixes include copies of the budget and financial report and director's report; application for admission, confidential evaluation form, and application for a stipend; and a list of OE fiscal and program project officers. (MBM)

ED 053 103 SP 005 218

Progress in Education Through: Research, Development, Demonstration, Dissemination, Training. Annual Report, Fiscal Year 1968, Cooperative Research.

Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date 68
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annual Reports, *Educational Development, *Educational Research, *Federal Programs, *Program Administration, *Research Needs

This document describes the activities of the Cooperative Research Program of the U.S. Office of Education for fiscal year 1968. The sources of support, administrative framework, and management responsibilities are outlined after which the major features of supported activities are discussed in detail. These include research functions, project and programmatic activities, target group beneficiaries, and educational research facilities. A chapter on highlights of accomplishments provides illustrative samples selected without regard to specific classifications. These examples are organized into three divisions: 1) research and development--those projects and programs which seek to discover or produce information, materials, and practices; 2) dissemination--those activities which make available research and development results for consideration in local settings; and 3) research training--those efforts concerned with developing the human resources for present and future research. A brief concluding chapter considers the present and future needs of educational research. Four appendixes provide additional information on the Research Advisory Council, the research and development centers, educational laboratories and participating states, and the ERIC clearinghouses. (MBM)

ED 053 104 SP 005 220

Volunteers in Public Service. Job Contacts in New York State for Teachers.

New York State Education Dept., Albany. Div. of Teacher Education and Certification.
Pub Date 71
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, Bilingual Education, *Community Service Programs, *Directories, *Employment Opportunities, Migrant Education, *Volunteers

This directory is intended to help teaching volunteers find jobs in New York State. The types of programs provided by the agencies listed include adult basic education, bilingual education, migrant education, and ghetto teaching. Information is given about certification and licensing requirements in New York State and New York City, as well as about free schools. The directory listing is arranged by city under the following headings: 1) public and private schools and adult education centers with the listings for New York City subdivided into public, private and parochial, board of education agencies, and other agencies and businesses; 2) Boards of Cooperative Educational Services and District Superintendents of Schools; 3) Title III centers (Regional Supplementary Educational Centers); 4) some colleges and universities; 5) some New York State government agencies; and 6) community action agencies. Sources for additional information and publications are given. (MBM)

ED 053 105 SP 005 222

Utah Report of Participation in Part B Subpart 2 of the Education Professions Development Act (Title V of Higher Education Act of 1965). Phase I.

Utah State Board of Education, Salt Lake City.
Pub Date Jul 70
Note—235p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Educational Programs, *Paraprofessional School Personnel, *Program Development, *Teacher Aides, *Workshops

This document contains seven reports on the first phase of EPDA programs in Utah which were intended to train people from the community to make a substantial contribution to the classroom. Carbon County School District provided a program for 19 teacher aides which included college courses and assignment to experienced classroom teachers. The Granite School District project was designed to obtain teachers and paraprofessional staff for special education programs. Each participant was able to work in an actual classroom situation, and workshops were conducted by university and district administrative staff, teachers, and consultants. The Millard County School District program had 33 participants who were trained as clerical, service, and classroom aides. The Ogden School District program to select and train teaching personnel was designed for two phases, one to develop a new training program and new materials and the second to recruit, select, and train 30 people using this program. The report deals only with the first phase involving the development of self-instructional units called WILKITS (Weber Individualized Learning Kits). The Provo School District program involved the design of a curriculum for teachers and paraprofessionals. Tooele School District provided a workshop for instructional and clerical aides. Wasatch County organized an eight-district cooperative program. Material used in several of the programs is also included in the document.) (MBM)

ED 053 106 SP 005 223

Kuzsman, Francis, Ed. MacIsaac, Teresa, Ed.

A Teacher's Guide to Nongrading.

Saint Francis Xavier Univ., Antigonish (Nova Scotia).
Pub Date 69
Note—138p.
Available from—Casket Printing and Publishing Company, Antigonish, N.S. ($2.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Bibliographies, *Curriculum Development, Language Arts, Mathematics, *Nongraded System, *Sequential Programs, Social Studies, *Ungraded Programs

This handbook has been designed to serve as a resource book to familiarize teachers with the basics of nongrading. The opening chapter provides the general rationale, followed by a concise explanation of the philosophy and theory of nongradedness. Other chapters deal with the need for nongradedness and its implementation, the role of the teacher, scheduling, grouping, and pupil evaluation. The basic issues involved in developing a sequential curriculum are then discussed, and their implications for the language arts, mathematics, and social studies programs are dealt with in detail. A report on visits to five nongraded schools is given to show some of the processes of implementation and the variety of practices which may be employed. The document also has an extensive bibliography. (MBM)

ED 053 107 SP 005 224
Kuzman, Francis, Ed. MacIsaac, Teresa, Ed.
Implementing Nongradedness: Administrative Plans and Curriculum Designs.
Pub Date 70
Note—295p.
Available from—Casket Printing and Publishing Co., Ltd. Antigonish, N.S. ($3.50)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Bibliographies, *Curriculum Development, *Educational Change, English, Language Arts, Mathematics, *Nongraded System, Science Programs, *Sequential Programs, Social Studies, *Ungraded Programs

This book was prepared for elementary and secondary school teachers and administrators to help them in implementing nongradedness. It provides specific models, guidelines, suggestions, and references which could be of practical assistance. The first chapter deals with the problems which teachers face in preparing to implement continuous progress and describes a strategy for preparation. This is followed by five chapters prepared by elementary teachers and administrators outlining the details of how they went about implementation, with three chapters describing the process of transforming an elementary school from a graded to a nongraded basis, one describing the personal experiences of a teacher, and one giving details of a pilot project on nongrading the language arts program. The chapters relating to secondary education describe strategies or attempts to develop curricula in the basic disciplines. The objectives, basic skills, and suggested teaching techniques and learning activities for a sequential English program are presented. Course outlines for a nongraded mathematics program and a broad overview of a nongraded science program are included. In social studies a strategy is developed for transforming the curriculum outline for the province of Nova Scotia. The book also includes an extensive bibliography on nongrading, team teaching, and individualized instruction. (MBM)

ED 053 108 SP 005 227
Stern, Carolyn Frith, Sandra
Classroom Language of Teachers of Young Children.
Pub Date Oct 70
Note—44p.; Paper presented at AERA annual meeting, New York, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cultural Differences, *Educational Research, *Language Patterns, *Socioeconomic Status, *Teacher Characteristics

Appropriateness and reinforcement value of teacher language in middle and low socioeconomic school settings were investigated, using one hundred and four 5-minute tape recorded language samples from 15 teachers in seven schools. In the first analysis, a correlation of .64 ($p<.01$) between the words in this language corpus and those in the Thorndike-Lorge and Rinsland listings was found, indicating a high degree of overlap in the oral and written language to which these children are expected to respond. With reference to verbal reinforcement, analysis of the nature of the communications conveyed by the teachers' language revealed a number of interesting differences across ethnic and SES groups. White teachers of both high SES black children and low SES white children used a great deal more verbal reinforcement than white teachers of high SES white children or black teachers of low SES black children. However, the statements of the white teachers in the first group were primarily punitive, whereas the reinforcement messages of the black teachers of low SES black children were overwhelmingly positive, warm, and supportive. Only white teachers were observed in high SES schools, with neither white teachers of low SES black children nor black teachers of high SES black children or low SES white children. Therefore broad generalizations should not be drawn from this incomplete sample. (Author)

ED 053 109 SP 005 241
Allred, Wallace Earl
A Comparison of Student Teaching Performance of Students Who Have Taught as Teams and Students Who Have Taught Singly.
Pub Date Jun 71
Note—173p.; Doctoral dissertation at University of Utah
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Analysis of Variance, *Cooperating Teachers, Educational Research, *Individualized Programs, *Student Teaching, *Teacher Education, *Team Teaching

This study attempted to determine whether significant differences exist between the rated performance of student teachers working in teams and those working singly. Male and female trainees were also compared in these categories and the traditional or experimental teacher education programs in which they were enrolled. Forty-eight students preparing for secondary school teaching were randomly selected and further randomized into four groups containing equal numbers of men and women. Groups were assigned to one of the following programs: 1) traditional preparation, no student teaching; 2) traditional preparation, solo student teaching; 3) individualized preparation, solo student teaching; 4) individualized preparation, team teaching. The data were gathered in three categories: 1) performance in nine areas, recorded in videotaped lessons; 2) classroom interaction; and 3) self and cooperating teacher ratings on questionnaires. The data were subjected to analysis of variance and the mean scores adjusted for differences so that the pretest could be employed as a covariate in analyzing posttest data. Results indicated that team trainees from experimental programs were significantly more successful than traditional solo trainees in several areas. In the comparison of sex attitudes, men perceived their growth as being significantly greater than did their cooperating teachers. (MBM)

TE

ED 053 110 TE 000 626
Burress, Lee A., Jr.
How Censorship Affects the School.
Wisconsin Council of Teachers of English.
Pub Date Oct 63
Note—24p.
Journal Cit—Wisconsin Council of Teachers of English; Special Bulletin No. 8, p1-23 Oct 1963
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Censorship, *Public Schools, *Questionnaires
Identifiers—Wisconsin

Questionnaires were sent to 914 public school administrators and 724 public school teachers in Wisconsin. Of the 1640 sent, over 600 were returned. A major purpose of the questionnaire was to discover the prevalence of censorship pressures on the public schools of Wisconsin. The returns showed that the pressure of censorship is a prominent part of school life in this state. Censorship is defined as the use of nonprofessional standards for accepting or rejecting a book. Some teachers are discontented with school policy that seems to favor bowing to community standards and tastes. However, the information accumulated by this study does not permit more than certain qualified observations concerning the impact of censorship on the schools. Conditions vary widely in the schools; excellent work is done in many; severe limitations exist in others. (CK)

ED 053 111 TE 000 632
Baugh, Albert C.
Historical Linguistics and the Teacher of English.
Pub Date Nov 62
Note—5p.
Journal Cit—College English; v24 n2 p106-110 Nov 1962
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cultural Enrichment, *Diachronic Linguistics, *English, *Language Development, *Literature Appreciation

The value for teachers of an introductory course in the historical development of the English language is justified. The teacher's ability to read understandingly and enrich the student's understanding of what he reads presupposes some knowledge of the political and social history which constituted the background against which are read the great works of literature. Words reveal the changes in the manners, the customs, the thoughts and attitudes, the very life of man, as they have taken place over the course of time. What the teacher of English should realize and make full use of in the classroom is that some of the rules of grammar that run counter to the student's habits and instincts rest not upon linguistic but upon social sanctions. In sum, the value of historical linguistics to the teacher of English falls under three heads: as an element in his or her cultural equipment, as a tool in the understanding and interpretation of earlier literature, and as the basis for sound judgment in matters concerning the language today. (CK)

ED 053 112 TE 002 270
Optner, Ruth L.
Group Groping: A Process for Learning.
Pub Date Dec 70
Note—6p.
Journal Cit—California English Journal; v6 n4 p18-23 Dec 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Class Activities, *Discussion (Teaching Technique), Discussion Groups, *Group Discussion, *Literature, Literature Appreciation, Participant Involvement, Secondary Education, Teaching Methods

"Group groping," a classroom activity in which discussion units of five to seven students search into a text (play, essay, poem or short story) to illuminate a problem posed by the teacher, is a way of making discussions both teacher-directed and student-centered. After a class has read a work, the teacher provides background information to initiate the assignment. The various groups then search for specifics in the work under study, share their findings through oral reports made by group spokesmen, and compose papers based on their search. Some benefits of this approach include heightened student enthusiasm over the works covered and students' ability to gain access to new works. (A diagram of a teacher-directed group study of a literary work and an illustration of this approach using a symbolic analysis of Richard Wright's "The Man from Underground" are included.) (DD)

ED 053 113 TE 002 397
Cooper, Charles R.
A No-Grammar Approach to Sentence Power: John C. Mellon's Sentence-Combining Games.
Pub Date Feb 71
Note—6p.
Journal Cit—California English Journal; v7 n1 p35-40 Feb 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*English Instruction, *Sentences, *Transformation Generative Grammar
Identifiers—*Mellon (John C)

This study is concerned with increasing the rate at which children progress toward more highly differentiated sentence structure. The study recommends sentence-combining practices that will accelerate this progress. The two main purposes of grammar study have been to prevent errors in writing and to present the full range of sentence structures available to the mature writer. Virtually all of the research studies of the effects of grammar on writing have been error-oriented studies. The findings of 15 important studies make clear that oral drills on right and wrong forms are superior to whole-class grammar and usage study. In addition, it has been found that the sentence-combining exercises are equally effective for boys and girls, low starters and high starters in syntactic fluency, and urban and suburban students. (CK)

ED 053 114 TE 002 398
Hutson, Barbara
A Study of the Relationship of Cognitive Development and Syntactical Comprehension.
Pub Date [71]
Note—19p.; Unpublished Report
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cognitive Development, *Conservation (Concept), *Learning Processes, *Logical Thinking, *Syntax

To analyze the relationship of logical development and comprehension of syntax, 60 children aged 5-8 years were individually tested. Measures included class inclusion, conservation of substance and weight, a sorting test, and a test of comprehension of active and passive sentences. Class inclusion was not strongly related to syntactical comprehension, but conservation was. Syntax was more strongly correlated with conservation than with another language measure. Logic may be related in different ways to vocabulary, syntax, and verbal fluency. Syntax, the organization of elements in a sentence, seems to have an appreciable relationship with logic during this period of development. (Author)

ED 053 115 TE 002 425

Schwartz, Sheila

The World of Science Fiction.

Pub Date Feb 71

Note—14p.

Journal Cit—English Record; v21 n3 p27-40 Feb 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Literature, *Science Fiction, *Teaching Techniques

Science fiction is discussed from the following standpoints: What Is Science Fiction?; The History of Science Fiction; and The Themes of Science Fiction. A list of films, books, and records about science fiction is given. (DB)

ED 053 116 TE 002 426

Myers, Franklin G.

English Electives Passes a Test: An Abstract of an Evaluation of the Electives Program at Scarsdale High School.

Pub Date Feb 71

Note—9p.

Journal Cit—English Record; v21 n3 p52-60 Feb 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Elective Subjects, *English Programs, *Evaluation Techniques, *Teaching Techniques

Identifiers—New York, Scarsdale

An evaluation of the reading and writing capabilities of students who took English electives rather than the traditional course is discussed briefly. Results show that the electives program was teaching as much as the traditional classes, and the students themselves see it as a distinct improvement over the traditional. (DB)

ED 053 117 24 TE 002 427

Peluso, Joseph L.

A Survey of the Status of Theatre in United States High Schools. Final Report.

Seton Hall Univ., South Orange, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-9-0103

Pub Date Nov 70

Grant—OEG-3-9-0901-3-0032(010)

Note—87p.

Available from—American Educational Theatre Association, Inc., 726 Jackson Place, N.W., Washington, D.C. 20566 (AETA members $2.00, nonmembers $3.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrator Attitudes, Data Collection, *High Schools, Questionnaires, *School Surveys, *Teacher Attitudes, *Theater Arts

The data which serves as the foundation of this work was collected by means of a mailed questionnaire, referred to herein as the instrument. It was completed and returned by a representative sample group of subjects. Specifically, the instrument was designed in two parts: Part I - Principal's Section and Part II - Teacher's Section. Part I included questions which sought administrative facts about the school, general opinions of the administrator, and specific data about theater programs in his school. The teacher's section was developed to retrieve information about the training, experience, and theater involvement of the respondent, facts about other faculty, data pertaining to the play production program and curricular theater program, facilities for theater classes and production, and general opinions of the respondent. The most notable finding provided by the 1,352 respondents to the survey was that most United States high schools put on plays, but few offer theater arts courses. Another was that the best chance for a theater arts experience is a large school. (CK)

ED 053 118 TE 002 440

Winterowd, W. Ross

The Radical English Class: Student Faces Student in Discourse without Grades.

Pub Date Apr 71

Note—7p.

Journal Cit—California English Journal; v7 n2 p27-33 Apr 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*English Instruction, *Language Skills, *Rhetoric, *Student Needs

One of the major goals of the English class is to give the student the sort of experience that will enable him to increase his power over language. Therefore, it is illogical to try to separate oral and written skills in the classroom. Real discourse in the real world results from a real need. In the typical English class, there is no rhetorical situation. A classroom should demonstrate daily that the use of language is a way of understanding, coping with, and changing experience. The English class must become a micro-city, where a great many events are transpiring at the same time. Students must have media available and experiment in using them. (CK)

ED 053 119 TE 002 479

Macrorie, Ken

Filling the Subjective Spaces.

Pub Date Mar 71

Note—3p.

Journal Cit—Ohio English Bulletin; v12 n1 p2-4 Mar 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Composition (Literary), *English Instruction, *Student Evaluation, *Writing Skills

Teaching techniques that induce high school and college students to write subjectively as well as objectively are briefly discussed and illustrated with examples. (DB)

ED 053 120 TE 002 494

Atkins, Melvin E. Furr, Paul R.

An Introduction to Linguistics.

Shelby County Schools, Memphis, Tenn.

Pub Date Jul 69

Note—37p.

Available from—Shelby County Schools, 160 South Hollywood Street, Memphis, Tennessee 38112 ($3.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*English Instruction, *Inservice Teacher Education, Kernel Sentences, *Linguistics, *Structural Analysis, *Structural Linguistics

This document is designed to aid the teacher in bridging the gap created by apparently divergent approaches to the study of language. It attempts to identify certain basic assumptions prerequisite to the study of language and to give the teacher an overview of the traditional, structural, and transformational-generative approaches to the study of language. A limited glossary of frequently used linguistic terms is included, and the teacher should find most of the materials in the bibliography beneficial. (Author/DB)

ED 053 121 TE 002 501

Curzon, Gordon A.

Old Wine in New Bottles: Restoring Balance to the Teaching of Composition.

Pub Date 1 May 71

Note—15p.; Speech given at the Annual Chancellor's Conference on English Composition (5th, University of California, Riverside, May 1, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communication (Thought Transfer), *Composition (Literary), *Educational Philosophy, *English Instruction, *Thought Processes

A new look at the teaching of English composition is needed. The emotional approach must be substituted by a thinking philosophy. The problem is to restore the proper balance between medium and message, form and content, potency and act, abstract and concrete, connotation and denotation. This involves the restoration of reason to its rightful place. Ways in which man thinks, knows, and communicates are probed. It is concluded that: (1) Man is a unique composite of body and spirit; (2) Man knows, by perceiving the world with his five senses, and through his intellect considers his sensual impressions and abstracts from them ideas, or meanings to which he gives names, or words; (3) Man communicates these ideas by speaking or writing. This is a verbalizing activity and is also an intellectual one aimed at the transmittal of meaning from one human being to another. This is the heart of the teaching-learning process, a process that must be implemented in English composition classes. (CK)

ED 053 122 TE 002 504

Saiki, Patsy S.

The Composition Study: Summaries of Comparison of the Lay Reader Treatment With Other Treatments in Increasing Student Growth in Writing, 1968-1969 and The Use of Two Types of Paraprofessionals in Promoting Student Growth in Writing, 1969-1970.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No—TAC-70-1854

Pub Date Sep 70

Note—27p.

Available from—Department of Education, Office of Instructional Services, General Education Branch, 1270 Queen Emma Street, 9th Floor, Honolulu, Hawaii 96813 (free, limited number)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Composition (Literary), *English Instruction, Feasibility Studies, Paraprofessional School Personnel, *Teacher Aides, *Writing Skills

Summaries are given of the results of a two-year feasibility study of the effectiveness o the lay-reader program in helping students improve their writing skills. The findings of the two-year study show that: (1) there was no significant difference statistically among students who had lay reader service and those who had participated in other treatments; and (2) teachers with lay readers were able to have faster correction of papers and more conferences with students, while teachers with educational assistants had greater and more varied curriculum improvements. Recommendations of the study are that funds should be allocated for programs that produce student growth that is statistically significant; and various staffing patterns to utilize both human and material resources should be instituted. The complete documents which are summarized in this publication are also available on a limited basis; these are, Publication No. TAC 70-1852, "-Comparison of the Lay Reader Treatment with Other Treatment in Increasing Student Growth in Writing, 1968-1969; and Publication No. TAC 70-1853, "The Use of Two Types of Paraprofessionals in Promoting Student Growth in Writing, 1969-1970." (DB)

ED 053 123 TE 002 505

Chambers, Dewey W.

Children's Literature in the Curriculum.

Pub Date 71

Note—237p.

Available from—Rand McNally & Company, Box 7600, Chicago, Illinois 60680 ($6.95)

Document Not Available from EDRS.

Descriptors—*Childrens Books, Curriculum Design, Elementary Education, *English Curriculum, Instructional Materials, *Literature

The intent of this book is to plead the case of children's literature as an integral part of the elementary school's curriculum, as well as an important factor in the lives of children. Children's literature is broadly defined as any creative literary work that has been especially written and designed for children's use. That literature is meant to play three major roles: to delight, to inform, and to affect the values and understandings of its young readers. In the context of this book, children's literature includes fiction, folk tales, the classics, informational books, poetry, and biographies. This book is a pragmatic look at the role good children's books can play in the elementary school curriculum, the effect they may have on the developing person, and a discussion of several important issues concerning children and their literature. The book is written for and geared toward the needs of the practicing elementary teacher, the consultant in elementary education, and the student of elementary education. Some books are recommended, and a complete list of aids, booklists and other writings are included in each chapter and in the appendix.

Models and examples that could serve the teacher in a useful, practical way are presented. The contents of this book have attempted to bring theory and practical application into close juxtaposition. (Author/CK)

ED 053 124 TE 002 506
Lamar, Wilmer A.
Black Literature in High Schools in Illinois (English Teachers Speak for Themselves).
Pub Date May 71
Note—43p.
Available from—Treasurer, Illinois Association of Teachers of English, 100 English Building, University of Illinois, Urbana, Illinois 61801 ($0.75)
Journal Cit—Illinois English Bulletin; v58 n8 p1-41 May 1971
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*English Curriculum, *High Schools, *Negro Literature, *Questionnaires, *Racial Composition, Teacher Attitudes

A study was conducted to ascertain what is being done with black literature and black writers in Illinois high schools. A questionnaire was sent to all members of the Illinois Association of Teachers of English and to heads of English departments in all high schools in the state. Of the 1,700 questionnaires circulated, more than 600 were returned. From these, it was possible to identify 389 different schools representing every county in the state. The picture which emerges in Illinois is that there is a clear majority of schools where white students simply have no contact in any level with others who are black. It is also true that the closer a school is to the center of racial turbulence the more attention it pays to units in black literature and black culture. Representative teacher statements on the questionnaire indicate that many schools do not have blacks enrolled, and that as racial conflict grows, these teachers become more confused about what they can do to help solve this complex problem. (CK)

ED 053 125 TE 002 508
Stewart, William A.
Facts and Issues Concerning Black Dialect.
Pub Date Apr 71
Note—17p.
Journal Cit—English Record; v21 n4 p121-135 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Linguistic Competence, *Negroes, *Nonstandard Dialects

In the United States, the taboo against recognizing behavioral differences as a normal function of ethnic identity is strongest in the liberal social-science treatment of behavioral comparisons of blacks and whites. Of the many problems which the requirements of the classroom and the office may present for young blacks, conformity to the complex maze of norms defining "correct" English is one of the most imposing. The view of black speech as unstructured and the characterization of lower-class black life as non-verbal seems seriously wrong to linguists and anthropologists. To date, the contribution of linguists to black research has been by far the largest, involving proof of the linguistic integrity of black nonstandard dialect. Of the various pedagogical recommendations made by linguists who studied black dialect, one of the most significant is that black dialect be used side-by-side with standard English in the classroom. (CK)

ED 053 126 TE 002 509
Politzer, Robert L.
Auditory Discrimination and the "Disadvantaged:" Deficit or Difference.
Pub Date Apr 71
Note—6p.
Journal Cit—English Record; v21 n4 p174-179 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Auditory Discrimination, *Disadvantaged Youth, *Listening Skills, *Nonstandard Dialects, Socioeconomic Influences, Testing

The auditory discrimination ability of pupils who are generally classified as "socioeconomically" or "culturally" disadvantaged is the subject of recent research. The concept of the disadvantaged child that has auditory discrimination difficulties--and associated with them problems in reading and perhaps even speaking--was quickly and widely accepted in the literature dealing with the language problem of the disadvantaged. The possibility that the auditory discrimination problem of the disadvantaged child may reflect a language difference is occasionally alluded to in the literature dealing with the so-called "deficit phenomena." The instrument most widely used in the testing of auditory discrimination is the Wepman test. The most plausible explanation of the auditory discrimination deficit of the disadvantaged is simply that the categorizations (same vs. different) which are expected on the testing instruments are those of standard English and do not correspond to the social dialect of blacks and/or lower socioeconomic status groups. The difference in auditory discrimination between disadvantaged and non-disadvantaged tends to disappear as children progress through school. (CK)

ED 053 127 TE 002 511
Teaching Shakespeare: Resource Units in Language Arts for Secondary Schools.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Pub Date 70
Note—241p.; Curriculum Bulletin Number 5, 1970-71 Series
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 ($4.00)
Document Not Available from EDRS.
Descriptors—*Drama, English Curriculum, *English Instruction, *English Literature, Learning Activities, *Oral Reading, Secondary Schools, *Teaching Techniques
Identifiers—*Shakespeare (William)

The first step in teaching a play by Shakespeare is to acquaint the class with the meaning of the words. Frequent interruptions in the reading of a play in the beginning to insure understanding is another advisable technique. Reading with a colleague, student dramatization and choral reading are other useful oral methods. Filmstrips, stimulating class discussions, and home reading assignments are important elements in the learning process. (CK)

ED 053 128 TE 002 517
Bailey, Wilfrid C.
Teaching English as a Cultural Process.
Pub Date Nov 70
Note—18p.; Speech given at the Annual Meeting of the National Council of Teachers of English (60th, Atlanta, November 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cultural Context, *English Instruction, *Language Usage, *Learning Processes, Nonstandard Dialects, Subculture, *Teacher Role

Teaching of English is involved in the transmission of culture in two ways: (1) it is part of the complex process through which culture is transmitted; and (2) it can be a vehicle for the transmission of culture. The English teacher is faced with a combination of the two tasks of enculturation and acculturation. The effective teacher must clearly understand what she is doing in terms of the cultural milieu of the educational system and the cultural composition of the class, and the concept of culture should be made an explicit part of the English curriculum. The format of literature courses can be designed so as to provide readings that illustrate the variety and the uniformities in American culture (DB)

ED 053 129 TE 002 518
Plumer, Davenport
Verbal Interaction and Verbal Ability: Research and Practice.
Pub Date Apr 71
Note—7p.
Journal Cit—English Record; v21 n4 p168-174 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Language Instruction, *Parent Child Relationship, *Parent Influence, *Verbal Ability, *Verbal Communication

To isolate those features of adult-child dialogue that are associated with high verbal ability, tape recordings were made of 21 twenty-minute conversations in the homes of twelve 7-1/2 to 8-1/2 year old boys. The resulting dialogues were coded and grouped for analysis as follows: Total Sample; Sub-Sample of 500 Consecutive Utterances; Longer than Average Dialogues; and Adult Child Dialogues. A j test was used to gauge the significance of the difference between group means. An adult from each family was interviewed, and each family was treated in individual case studies. The majority of the findings indicate that adult-focal child dialogues are pivotally related to the verbal ability of the focal child. Above average verbal ability seems to be associated with a situation in which the mother initiates but then assumes a secondary conversational role. In school terms, the standard dialect teacher should interact directly with the student rather than the whole class; and the student should be encouraged to use the dialect he is learning in a school setting. (DB)

ED 053 130 TE 002 519
Williams, Frederick *Whitehead, Jack L.*
Language in the Classroom: Studies of the Pymalion Effect.
Pub Date Apr 71
Note—6p.
Journal Cit—English Record; v21 n4 p108-113 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Data Collection, Educational Research, *Nonstandard Dialects, *Rating Scales, Socioeconomic Status, *Tape Recordings, *Teacher Attitudes

The present research involves teachers' attitudes. In the first phase, individual teachers from inner city schools were interviewed according to a procedure whereby selected samples of tapes of various dialects were played and the teacher was asked to describe her impressions of the child. Adjectives from these free-responses formed the basis for the development of rating scales that were eventually used to obtain quantitiative data on teachers' attitudes. In subsequent phases of the research, sample groups of teachers from the same population were administered selected tapes from the above materials, which they then rated on scales like the one above. Another series of studies used videotapes of childrens' speech samples. The tapes included samples of children from Anglo, Black, and Mexican-American families and within each of these groups, children from low or middle status families. The adjectives used by small samples of teachers who viewed and described their impressions of the children in the videotapes were again used as a basis for developing rating scales. Just as the present studies imply a bias in teachers' attitudes toward nonstandardness, they also suggest ways to measure such bias and still more to gauge the effects of teacher training. (CK)

ED 053 131 TE 002 520
Malmstrom, Jean
"Love Me or Leave Me But Don't Waste the Time": Dialects in Today's Schools.
Pub Date Apr 71
Note—7p.
Journal Cit—English Record; v21 n4 p102-108 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Youth, *English Instruction, Negroes, *Nonstandard Dialects, Speech Education, *Student Motivation, *Teacher Attitudes

The need for teachers of English to accept speakers of nonstandard dialects of English is stressed. It is the responsibility of these teachers to help their students cope linguistically with all aspects of their lives. With linguistic insights and information and classroom expertise, teachers bring hope to the disadvantaged child. (CK)

ED 053 132 TE 002 522
Campbell, Laurence R.
Teachers Are Newsmakers.
Quill and Scroll Foundation, Iowa City, Iowa.
Pub Date 70
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cocurricular Activities, *Faculty, Faculty Advisors, *Guidelines, *Journalism, Manuals, *News Media, Newspapers, Public Relations, Resources, School Community Relationship, *School Newspapers, School Publications, Secondary School Teachers

This is a revision of "Faculty Handbook on School News", a Handbook to Help Teachers Get the Best Co-operation from School and Local Newspapers (Iowa City: Quill and Scroll Foundation, 1964); see ED 017 523. (CK)

ED 053 133 TE 002 524
Position Paper Concerning Speech in Florida Secondary Schools: Oral Communication. "-Florida in the...70's."
Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.
Pub Date 70
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), Educational Facilities, *Language Development, *Oral Communication, *Secondary Education, *Speech Education
Identifiers—Florida
Attention is focused on the increased emphasis which must be given to the study of oral communication in Florida schools. The program of speech instruction in Florida schools is outlined. It shall be directed toward training students to: (1) identify and develop relevant and useful oral language skills, (2) become efficient and critical consumers of oral discourse, and (3) recognize areas for continued oral language study. Each school system will provide, at the 9th or 10th grade level, and for a minimum of one semester, a basic speech course designed for all students. The principal objective will be student understanding of the process of communication as well as ability to incorporate these skills in every oral language situation. Each school will provide a minimum of one semester of instruction in speech for those students experiencing difficulty in school because of language patterns. Each school will provide advanced elective courses for oral language development. Cocurricular programs will also be offered. Courses in both speech and drama should be taught by individuals holding majors in speech from accredited universities and colleges. For the speech courses, the following facilities should be available: (1) a large classroom, (2) an auditorium and stage area, and (3) an oral communication laboratory. (CK)

ED 053 134 24 TE 002 525
Lee, Richard R.
Effects of Age on Student Perception of Social Dialects. Final Report.
Florida State Univ., Tallahassee. Dept. of Speech.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-9-D-021
Pub Date Jun 71
Grant—OEG-4-9-190021-0032-057
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Age Differences, *Connected Discourse, Interviews, *Language Usage, *Nonstandard Dialects, *Socioeconomic Influences, Testing
This study was built on the hypothesis that linguistic cues distinguish the speech of the poor and the ethnically different. Eight samples of connected interview discourse were taken from a two-by-two-by-two matrix of sex, race and social status. The samples were played to groups of elementary, secondary and college students who rated each voice for the highest job each speaker could hold. Listeners agreed strongly about the relative quality of speech demanded by each occupation, but they did not agree with one another in their ratings of the voices or with themselves when they were retested. This study does not support the viability of dialect as a reliable cue in social perception. (Author)

ED 053 135 TE 002 526
Giffin, Kim Patton, Bobby R.
Fundamentals of Interpersonal Communication.
Pub Date 71
Note—239p.
Available from—Harper & Row, Publishers, 49 E. 33rd. Street, New York, New York 10016 ($6.50)
Document Not Available from EDRS.
Descriptors—*Communication (Thought Transfer), *Interpersonal Competence, *Learning Activities, *Oral Communication
The purposes of this book are twofold: (1) to present valid information on interpersonal communication to the student who possesses no specialized background, and (2) to provide insights into improving one's relationships with others. An attempt is made to present opportunities for the reader to better understand his basic needs for interpersonal communication, and for him to visualize the ways in which communication can be used to achieve more desirable relationships with others. The Suggested Applications and Learning Experiences given at the end of each chapter are an integral part of this book and are important in helping the individual reader put into effect his new insights. (Author/CK)

ED 053 136 TE 002 527
Dillard, J. L.
Black English in New York.
Pub Date Apr 71
Note—7p.
Journal Cit—English Record; v21 n4 p114-120 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—African Languages, *English, *Language Development, *Negro Culture, Negro History, *Nonstandard Dialects, *Teni
Black English has existed for a considerable length of time in the North as well as in the South. West African slaves who came to New York in 1625 found a contact language useful and mandatory in order to function in the slave community. The earliest slaves in the New York area may have used Pidgin English, Pidgin Portuguese, or Pidgin French along with their own dialects for a language of wider communication. There are many reasons why Pidgin English would have been the most useful of these closely related languages. Dutch Creoles were very prominent in this early period, and their patois bears a strong resemblance to Pidgin English. Except for a few writers, no one had looked at the language of Black people in Northern cities until the 1960's. It is hoped that a sensible attitude toward Black English, a language with a long and honorable historical background, will be incorporated into the resultant efforts. (CK)

ED 053 137 TE 002 528
Crews, Ruthellen Ahrens, Maurice R.
Project Ideals: Communication Skills, Part I: "Listening: Oral Language" and "Nonverbal Communication."
Florida Educational Research and Development Council, Gainesville.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Grant—OEG-4-8-066640-0066-056
Note—84p.; Copyright is claimed until January 1, 1974. Thereafter all portions of this work covered by this copyright will be in the public domain
Available from—J.B. White, Executive Secretary, Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida 32601 ($2.00, 10% discount for 5 or more)
Document Not Available from EDRS.
Descriptors—Child Language, *Communication Skills, *Language Development, *Listening Skills, *Nonverbal Communication, *Oral Communication
Numerous studies have been devoted to determining the interrelationships of listening to other language arts. Most of these studies have been focused on the effects of listening on reading; most also assume that listening ability can be measured and that effective measurement instruments exist. Even though the listening component of the language arts program is often neglected, there is considerable research which supports the assumption that listening abilities can be improved with instruction. Evidence of the developmental stages in language acquisition by preschoolers has been collected by observation. Several studies support the belief that children have an intuitive awareness of the principles of the language system. Non-orphans use a greater frequency and variety of sounds than do orphans. Children of high socioeconomic status use more complex grammatical structures and superior oral vocabulary than do children of low status. Methods for developing oral language skills include exposing the child to good speech, associating language with pleasant experience, and allowing the child's action to bring the language. [See TE 002 543 for Part III in this series.] (CK)

ED 053 138 TE 002 530
Farrell, Edmund J.
Deciding the Future: A Forecast of Responsibilities of Secondary Teachers of English, 1970-2000 AD.
National Council of Teachers of English, Urbana, Ill.
Report No—RR-12
Pub Date 71
Note—205p.
Available from—The National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 14656, $3.00)
Document Not Available from EDRS.
Descriptors—Discovery Learning, Educational Change, *Educational Innovation, *English Education, Individualized Instruction, *Preservice Education, Relevance (Education), *Secondary Education, Student Motivation, *Teacher Education, Teacher Responsibility
This document is a slightly revised version of author's Ph.D. Dissertation, "A Forecast of Responsibilities of Secondary Teachers of English 1970-2000 A.D., with Implications for Teacher Education" (ED 049 253). A study in two parts, Part I presents the need for future planning in education; discusses briefly methodologies for forecasting the future; explains why the Delphi technique was chosen for forecasting; describes the selection of experts to participate in the study; examines forces within the society that may affect the future functioning of education as an institution. Part II presents the forecasts of panelists in learning theory, educational technology, secondary curriculum, and English; and discusses some general implications of the study for programs of teacher education and some specific implications for the preservice education of secondary teachers of English. (DB)

ED 053 139 TE 002 531
Tway, Doris Eileen
A Study of the Feasibility of Training Teachers to Use the "Literary Rating Scale" in Evaluating Children's Fiction Writing.
Pub Date 70
Note—186p.; Ph.D. Dissertation, Syracuse University
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-10,997; MF $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Child Language, *Composition (Literary), *Creative Writing, *Evaluation Techniques, *Rating Scales, *Teacher Education
Identifiers—Literary Rating Scale
The purpose of the study was to provide a rating scale for the evaluation of children's fiction writing; to determine whether teachers could use the scale with valid and reliable results; and to determine whether inter-rater agreement among teachers could be increased by training in the use of the scale. The study also investigated the question as to whether inter-rater agreement is greater among teachers who use the scale without training than among teachers who do not use the scale. Further, the study investigated whether in-service teachers showed greater inter-rater agreement than pre-service teachers in using the scale. (The Literary Rating Scale is included.) (Author)

ED 053 140 TE 002 532
DeRoche, Edward F.
Project Update: The Newspaper in the Elementary and Junior High Classroom.
Pub Date 70
Note—126p.
Available from—Kendall/Hunt Publishing Company, Dubuque, Iowa 52001 ($3.50)
Document Not Available from EDRS.
Descriptors—*Curriculum Enrichment, *Instructional Materials, *Journalism, News Media, *Newspapers, *Teaching Techniques
Ways in which news media can be incorporated effectively into the school curriculum are illustrated in this book. The five basic reasons for using the newspaper in the teaching-learning process are given, and three ways to use daily newspapers in the classroom are described. The chapters of the book discuss the following: A Unit on Newspapers for Primary Grades; "The News at Seven" or Newspapers for Second Graders; A Unit on Newspapers for Middle and Upper Grades; Selected Procedures for Teaching Arithmetic; Selected Procedures for Teaching Science, Health, Safety; Selected Procedures for Teaching the Social Sciences; Selected Procedures for Teaching Language Arts--A Unit on Newspaper Terminology; Selected Procedures for Using the Newspapers to Teach Music and Art; Evaluating Student's Use of Newspapers; and Unit on Papermaking. (DB)

ED 053 141 TE 002 533
Jones, Joseph Jones, Johanna
Authors and Areas of Australia; Authors and Areas of The West Indies; Authors and Areas of Canada.
Pub Date 70
Note—291p.; People and Places in World-English Literature Series, Numbers 1, 2, and 3
Available from—Steck-Vaughn Company, Division of Intext Educational Publishers, Box 2028, Austin, Texas 78767 (List $2.00, Net $1.50)
Document Not Available from EDRS.
Descriptors—*Authors, *English Literature, *Literature, *Reading Materials, *World Literature
Identifiers—Australia, Canada, West Indies
This series, People and Places in World-English Literature, is published to introduce readers to modern writers who write in English. Each of the booklets contains a preface to the series, acknowledgments, an introduction to the authors and forms of literature, a literary map of the country, representative authors, a reference bibliography of the particular country's literature, a reference bibliography of world-English literature, and suggestions for further reading. (DB)

ED 053 142 24 TE 002 534
Clark, William G.
An Evaluation of Two Techniques of Teaching Freshman Composition. Final Report.
Air Force Academy, Colorado Springs, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-8427
Pub Date Jun 68
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Variance, College Freshmen, *Composition (Literary), Correlation, *Data Analysis, *English Instruction, *Student Evaluation, *Teaching Techniques
The effectiveness of two techniques of teaching freshman composition is assessed. One technique is the use of extensive written comments on the cover sheet and pages of a theme to inform the writer of his strengths and weaknesses. The other is the use of one class period per theme for the discussion of two or three of the themes written for that assignment. The freshman course in which the research was performed was the USAF Academy Fourth Class English course. The text for the course identifies, explains, and illustrates five components of expository writing: purpose, organization, content, sentences, and diction. Effectiveness of the techniques was measured by comparing skill in using these five components on their initial and final themes. Each of three instructors was asked to teach his four classes in four different ways: teach one class using one technique; one using the other; one using both; and one using neither. Data for the experiment were grades on four of the six out-of-class themes. Four readers were employed to grade the themes according to the following criteria: (1) purpose and organization, (2) content, and (3) sentences and diction. The scores were analyzed using standard product-moment correlational analyses and analyses of covariance. No reliable evidence was found to indicate that the two techniques, used singly or in combination, were superior to instruction which offered students no guidance for improving their writing. (CK)

ED 053 143 TE 002 535
Reid, Bruce A.
A Behavior Management Approach to Teaching Introduction to Composition.
Pub Date 1 Apr 71
Note—14p.; Speech given at the Annual Conference of the Western College Reading Association (4th, Los Angeles, April 1, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Development, College Students, *Composition (Literary), *English Instruction
The utility of behavior management in a college English course designed to repair or develop the student's skills in the written language is studied. The subjects were community college students who had demonstrated rhetorical or mechanical weaknesses in the use of the written language. The students were told they would have to complete all of the required tasks to a minimum standard of achievement, as judged by the instructor. Each would be awarded a minimum number of points for each step so completed; he could revise as often as he wished until he had gained the maximum number of points designated for that task. The effects of this approach are: (1) The teacher read the students' work with great care; (2) The student modelled upon the teacher's own style, thereby improving his own prose style. Post-testing revealed a meaningful increase in recognition of sentence and paragraph patterns well beyond the .01 level of significance. (CK)

ED 053 144 TE 002 537
Goodman, Kenneth S.
Who Gave Us the Right?
Pub Date Apr 71
Note—5p.
Journal Cit—English Record; v21 n4 p91-95 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Change, *Language Instruction, *Nonstandard Dialects, *Teacher Responsibility
The need for schools and teachers who accept and understand language differences is briefly discussed. Key problems in understanding language difference are described, and effective means of motivating children to become more effective and flexible in language use are prescribed. (DB)

ED 053 145 TE 002 540
Teaching and Learning English: York 1971 International Conference.
National Council of Teachers of English, Urbana, Ill. ERIC Clearinghouse on the Teaching of English.
Pub Date 71
Note—88p.; Pre-conference briefing pamphlets
EDRS Price MF-$0.63 HC-$3.29
Descriptors—*Conferences, Educational Objectives, *English Curriculum, *English Instruction, *International Programs, Language Arts, Program Design, *Program Planning, Resource Materials
Identifiers—England, *York 1971 International Conference
Six individual briefing pamphlets for members of the commissions of the York (England) 1971 International Conference on Teaching and Learning English comprise this document. The Conference is cosponsored by the National Association for the Teaching of English (NATE) of Great Britain; by the Canadian Council of Teachers of English (CCTE); and by the Modern Language Association of America (MLA) and the National Council of Teachers of English (NCTE), representing the United States. Pamphlets detail issues and questions to be considered by the respective commissions and list the names and institutional affiliations of the invited participants. (RD)

ED 053 146 TE 002 542
Hassan, Ihab, Ed.
Liberations: New Essays on the Humanities in Revolution.
Pub Date 71
Note—230p.
Available from—Wesleyan University Press, Middletown, Connecticut 06457 ($10.00)
Document Not Available from EDRS.
Descriptors—*Change Agents, *Essays, *Humanities
The authors of these essays were associated with the Wesleyan Center for the Humanities to search a central theme: the Humanities in Revolution. True liberations engage some deep energy, quiddity, or humor of life, and this is what the present authors attempt to engage. A post-humanism is in the making. The authors do not summon from the future a complete shape. They speak deeply of certain issues and concerns. More, they qualify, challenge, and instigate. (Author/CK)

ED 053 147 TE 002 543
Ahrens, Maurice R. Crews, Ruthellen
Project Ideals: Communication Skills, Part III: "Handwriting–Spelling" and "Composition."
Florida Educational Research and Development Council, Gainesville.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Grant—OEG-4-8-066640-0066-056
Note—102p.; Copyright is claimed until January 1, 1974. Thereafter all portions of this work covered by this copyright will be in the public domain
Available from—J. B. White, Executive Secretary, Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida 32601 ($2.00, 10% discount for 5 or more)
Document Not Available from EDRS.
Descriptors—*Communication Skills, *Composition (Literary), *Handwriting Skills, *Spelling, *Teaching Techniques
This study does not provide evidence that the handwriting of students has a legibility quality which is adequate, but only that there has been little or no deterioration in a period of 47 years. With improvement in teaching methods there should have been considerable growth in legibility. The importance of improvement of the teaching of handwriting in the schools is a must since handwriting is a tool of effective communication. Several approaches for teaching this skill are presented in this study. Through a review of the literature and research, an attempt is made here to provide answers to questions relating to the teaching of spelling. Four different plans for teaching spelling are described. Any variation from the textbook method which provides for individual differences and which focuses upon words which the student is already using in his writing will be a step forward in achieving the objectives and principles involved in the teaching of spelling. How to acquire the desired proficiency in written composition has been the object of much research. Practical guidelines for teachers of composition are: help the writer concentrate on the development of ideas, make writing experience meaningful, and work with writers on errors they make in real writing situations. [See TE 002 528 for Part I in this series.] (CK)

ED 053 148 TE 002 545
Staudacher, Carol
Creative Writing in the Classroom.
Pub Date 68
Note—65p.
Available from—Fearon Publishers, Education Div. of Lear Siegler, Inc., 6 Davis Dr., Belmont, California 94002 ($1.75)
Document Not Available from EDRS.
Descriptors—*Creative Writing, *English Instruction, *Instructional Aids, Language Arts, Poetry, *Teaching Techniques, *Writing Skills
This teacher-aid book discusses: (1) Setting the Creative Climate; (2) Description; (3) Writing Stories; (4) Writing Poetry; (5) Creative Writing Projects; and (6) Maintaining the Creative Climate. A short bibliography of works that are either folk tales or poetry is given. (DB)

ED 053 149 TE 002 546
Horn, Thomas D., Ed.
Research Bases for Oral Language Instruction.
National Conference on Research in English
Spons Agency—National Council of Teachers of English, Urbana, Ill.
Pub Date 71
Note—123p.; A Research Bulletin.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 13933: $1.50)
Document Not Available from EDRS.
Descriptors—*Educational Research, *English Instruction, *Language Research, *Oral Communication, *Teacher Attitudes
The 12 articles in this bulletin were originally published in various issues of "Elementary English" volumes 47 and 48. The purpose of the bulletin is to provide a qualitative analysis of data in the various Educational Resources Information Centers (ERIC) that are related to research in oral language learning. (DB)

ED 053 150 TE 002 547
Duker, Sam
Listening Bibliography.
Pub Date 68
Note—316p.; Second Edition
Available from—Scarecrow Press, Inc., Subs. of Grolier Inc., 52 Liberty St., Metuchen, New Jersey 08840 ($7.00)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, *Listening, *Listening Skills
This annotated bibliography contains 1,328 entries dealing with the listening process. Rate-con-

trolled speech, aural projective tests, and listening to music are among the areas covered. (CK)

ED 053 151 TE 002 549
Duker, Sam, Comp.
Listening: Readings, Volume 2.
Pub Date 71
Note—394p.
Available from—Scarecrow Press, Inc., Subs. of Grolier Inc., 52 Liberty St., Metuchen, New Jersey 08840 ($11.00)
Document Not Available from EDRS.
Descriptors—*Communication Skills, *Listening, *Listening Skills, *Reading Skills, *Research Projects, Teaching Techniques

The 10 chapters of this book are a compilation of 37 articles, by various authors, that are related to one of the following subjects: The Nature of Listening; Relationships: Listening and Reading; Relationships: Listening and Other Psychometric Factors; The Teaching of Listening; Testing Listening Skills; Critical Listening; Listening and the Disadvantaged; Listening in Business and Industry; Research on Listening I; and Research on Listening II. An index of names and a subject index are given. (DB)

ED 053 152 TE 002 550
Leeper, Robert R., Ed.
Interpreting Language Arts Research for the Teacher.
Association for Supervision and Curriculum Development, Washington, D.C.
Pub Date 71
Note—206p.
Available from—ASCD, NEA, 1201 16th St., N.W., Washington, D.C. 20036: $4.00; 2-9 copies, 10% discount; 10 or more, 20% discount. NCTE, 1111 Kenyon Rd., Urbana, Illinois 61801, Stock No. 15147: member, $3.60; nonmember, $4.00
Document Not Available from EDRS.
Descriptors—Data Collection, *Educational Research, *English Instruction, *Language Arts, *Language Development, Mass Media

The importance of the accumulating fund of language-related information available to teachers is the result of several developments: (1) There has been an increase in the amount of available research data; (2) The computer has made possible research previously impossible to design; (3) Data are more readily available through centers with acronymic names; (4) Input from the field of linguistics has appreciably widened the scope of research of significance to the teacher; (5) Interrelationships among the language arts and language development have begun to be recognized as matters of importance; (6) Experiments in prelinguistics, biology, phonology, biochemistry and psychology have continued to suggest that the acquisition of language is much more subtle and complex than previously suspected; (7) The impact of mass media is creating "language development mutations" and, as one result, research in the communications field has begun to become of greater relevance to the language arts teacher. Although emphasis throughout this document is placed on books and articles describing or reporting research, general sources in the literature which are based on research are also included. This work is a review of the literature as a whole rather than a digest of research per se. (CK)

ED 053 153 TE 499 820
Orff-Schulwerk: Design for Creativity. A Report of the Project "Creativity and Participation in Music Education."
Bellflower Unified School District, Calif.
Pub Date 31 Oct 68
Grant—OEG-4-6-000257-0356-056
Note—428p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Creative Expression, *Educational Programs, *Music Education
Identifiers—*Orff Schulwerk

The objectives of this program were to: (1) engender a class environment in which invention and improvisation of student composition will be encouraged, (2) provide supporting learning experiences with fundamental movement techniques, and (3) illuminate basic elements of composition connecting the organization of space and sound in artistic expression. A pilot study had preceded program implementation, and the original staff was used. Orff-instrumentaria were employed, and four classes were utilized, scheduled on a twice-weekly basis. Three results of the program are: (1) The Orff-Schulwerk in the United States have a recognized career in the project--a philosophical foundation, experimental teaching laboratory, and professional support in teacher training and evaluation; (2) National cooperation and exchange of ideas among educators with Orff-Schulwerk has a possibility of real growth through a continuing quarterly; (3) International thinking and research exchange in Orff-Schulwerk was recognized to have effect on the American mainstream of educational planning for innovation in teacher training, teaching facilities, and teaching goals. (CK)

ED 053 154 24 TE 499 821
Farish, Margaret K.
Development and Trial of Techniques for Teaching Contemporary Music to Young String Students. Final Report.
Illinois Univ., Urbana.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-E-082
Pub Date Sep 70
Grant—OEG-5-9-235082-0057
Note—98p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Musical Composition, *Music Education, Teacher Attitudes, *Teaching Techniques, *Youth

This is the second of two related studies designed to encourage the composition and use of contemporary music for young string players. Expanded techniques to intensify rhythmic training and introduce ensemble skills were effective. Second and third year students learned to play the pieces well and profited from the experience. Although 20th century composers and children are highly compatible, teachers often resist their responsibility to act as the essential intermediary link. The most serious obstacle appears to be reluctance to spend sufficient time on preparation to meet new musical demands. For related document see ED 025 850. (Author/CK)

ED 053 155 TE 499 822
Improvement of Self-Concept Through the Fine Arts.
Worcester County Board of Education, Snow Hill, Md.
Pub Date [70]
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Music Education, *Self Concept

The purpose of this program is to improve the participants' self-image through music. Three ideas basic to the effort are involvement in an enjoyable activity, involvement in something which would assure a certain amount of success, and participation in an activity as an individual and as a member of a group. A project coordinator, three music instructors, and nine school aides were utilized three nights a week for two hours a night during the regular school year. All the participants were supplied with all the equipment and materials needed for instruction. It is felt that the project helped the participants greatly in improving their attitudes about themselves and their relations to others. (CK)

TM

ED 053 156 TM 000 665
McGaw, Barry Joreskog, Karl G.
Factorial Invariance of Ability Measures in Groups Differing in Intelligence and Socioeconomic Status.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-63
Pub Date Nov 70
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Ability Identification, Achievement Tests, Analysis of Covariance, Analysis of Variance, Aptitude Tests, Comparative Analysis, *Factor Analysis, Goodness of Fit, *Groups, High School Students, Intelligence Differences, *Intelligence Level, Mathematical Models, Scores, *Socioeconomic Status
Identifiers—Project TALENT

This study attempts to determine whether the pattern of human abilities varies or remains constant over a range of ability levels. Scores on 12 aptitude and achievement tests for 11,743 subjects, subdivided into four groups according to intelligence and socioeconomic status, were used. A technique, developed by Joreskog, for simultaneously factor analyzing data from several populations was used to determine whether there was factorial invariance over the four groups. A model, in which the same factor pattern (matrix of factor loadings) was assumed to hold for the four groups, was fitted to the data. Goodness of fit indices suggested the model fitted satisfactorily. Differences in the factor dispersion matrices and mean factor scores for the subpopulations were then examined and discussed. Statistical data is included in the accompanying tables. (Author/LR)

ED 053 157 TM 000 666
Werts, Charles E. And Others
A Multitrait-Multimethod Model for Studying Growth.
Educational Testing Service, Princeton, N.J.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No—RB-71-13
Pub Date Mar 71
Grant—OEG-2-700033(509)
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Covariance, Analysis of Variance, Correlation, *Factor Analysis, *Factor Structure, Hypothesis Testing, *Mathematical Models, *Mathematics, *Personal Growth, Statistics

The logical structure of the Campbell and Fiske multitrait-multimethod approach is applied to the problem of studying growth and its determinants. The resulting model is a special case of Joreskog's general model for the analysis of covariance structures. The relationships of traditional psychometric formulations to this model are detailed. (Author)

ED 053 158 TM 000 667
Roberts, S. O. Oppenheim, Don B.
The Effect of Special Instruction Upon Test Performance of High School Students in Tennessee.
Educational Testing Service, Princeton, N.J.
Report No—RB-66-36
Pub Date Jul 66
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Youth, Grade 11, Instructional Materials, Mathematics, Negro Students, *Performance, Post Testing, Pretesting, Programed Materials, *Remedial Instruction, Remedial Programs, Scores, Special Programs, *Testing, *Tutorial Programs, Verbal Ability
Identifiers—Preliminary Scholastic Aptitude Test, PSAT, STEP

This study was undertaken to determine whether students who had received less adequate instruction and were less able in scholastic aptitude test performance than the subjects in previous studies might benefit more from special instruction. Specially prepared linear programed materials were developed in the verbal and the mathematical areas. Instruction in either of the two areas was given to eleventh grade students in predominantly Negro high schools. Alternate forms of the PSAT, administered as pre-and posttests, were used to evaluate the effectiveness of the special instruction. While there were statistically significant differences in gain scores between some of the experimental groups and their controls, the outcome of this study was generally negative. The gains in the experimental groups were more than offset by reductions in posttest scores in the control groups. The magnitude of the gains observed in the experimental groups were so small that it does not seem reasonable to expect that similar short-term instruction given on a wide scale would be of significant benefit to disadvantaged students. (Author/AG)

ED 053 159 TM 000 672
Beers, Joan S.
Educational Quality Assessment Phase II Findings: The Ten Goals of Quality Education.
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date Dec 70
Note—49p.; Section 4 of Phase II Findings
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Objectives, *Educational Quality, *Evaluation Criteria, Evaluation Methods, Grade 5, Grade 11, *Measurement, Norms, Program Evaluation, Public Schools, School Personnel, *State Surveys, Test Results
Identifiers—*Pennsylvania Plan
The ten goals of quality education formulated as the basis for the assessment program of the Pennsylvania Department of Education are presented in detail. This section of Phase II of the Pennsylvania Plan (see TM 000 608) is intended to provide school district personnel with a rationale for measurement within each goal area and a summary of the technical properties for each of the inventories (see TM 000 610-611). (Author/PR)

ED 053 160 TM 000 677
Zirkel, Perry Alan Greene, John Francis
The Measurement of Self-Concept of Disadvantaged Students.
Pub Date Feb 71
Note—13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Caucasian Students, *Disadvantaged Youth, Elementary School Students, Ethnic Studies, *Measurement Techniques, Negro Students, Puerto Ricans, Rating Scales, *Self Concept, Self Esteem, *Self Evaluation, *Student Evaluation
In a preliminary study, researchers found that self-concept was related to ethnic group membership but not mixture (majority-minority dynamics). The purposes of this study were (1) to further explore the relationship between self-concept and ethnic group membership and mixture by employing a teacher-rating instrument on the teachers of a sample of students concurrently administered a self-rating instrument, and (2) to determine the relationship between the two instruments for the total sample and selected stratifications. Contrary to the self-perceptions of the students themselves in the previous study, Puerto Rican children were not measured to have a significantly lower self-concept than Negro and white children. The results of this study reveal that the instruments are interacting significantly with ethnic group. Thus, when feasible, both measures should be employed in an effort to maximize the understanding of self-concept and its relationship to other variables. A moderate, positive relationship exists between the two measures. (Author)

ED 053 161 TM 000 678
Stanwyck, Douglas J. Felker, Donald W.
Measuring the Self-concept: A Factor Analytic Study.
Pub Date Feb 71
Note—11p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Rating Scales, Cluster Analysis, Elementary Grades, *Factor Analysis, Measurement Techniques, *Reliability, *Research Methodology, *Self Concept, Self Evaluation, Statistical Analysis, Student Research, Test Validity
Identifiers—*Piers Harris Self Concept Scale
This study attempts to determine whether the Piers-Harris Self-Concept Scale is appropriate for use with varying population types, and whether the dimensions identified by it are sufficiently consistent across samples to allow some clarification of the nature of self-concept in children. (AE)

ED 053 162 TM 000 679
Urry, Vern W.
Individualized Testing by Bayesian Estimation.
Washington Univ., Seattle. Bureau of Testing.
Pub Date Apr 71
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, *Bayesian Statistics, *Computer Programs, *Educational Testing, Factor Analysis, Factor Structure, Guessing (Tests), *Mathematical Models, Measurement Techniques, Research Methodology, Simulation, Statistical Analysis, Statistical Data, *Test Construction, Testing, Validity
Identifiers—*Tailored Testing
Bayesian estimation procedures are summarized and numerically illustrated by means of simulation methods. Procedures of data generation for simulation purposes are also delineated and computationally demonstrated. The logistic model basic to the Bayesian estimation procedures is shown to be explicit with respect to the probability distribution from which one is sampling. This feature allows for an assessment or evaluation of its capabilities without empirical data. The fit of the model to empirical data is discussed as an issue independent of considerations as to model capabilities. Three item banks are used to simulate Bayesian estimation procedures. Two are idealized--though reasonably possible--examples; whereas, the third consists of items specified according to other parameter estimates reported. Results indicate that with test validity held constant, Bayesian tailored testing of the Verbal Scholastic Aptitude Test (VSAT) could result in a savings of 65% of testing time for the average examinee. However, more savings in testing time is seen as possible through the use of item banks developed specifically for the purpose of tailored testing. The present investigation did not utilize prior information. Further assessments of model capabilities should explore such usage. While present results appear favorable, the full potentialities of the model have yet to be assessed. (Author/AE)

ED 053 163 TM 000 680
Rock, Donald A. And Others
Interaction Between College Effects and Students' Aptitudes.
Educational Testing Service, Princeton, N.J.
Report No—RB-71-17
Pub Date Apr 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Achievement Tests, *Aptitude, Budgets, Church Related Colleges, *Cluster Analysis, College Admission, *College Environment, College Faculty, Humanities, Interaction, Multiple Regression Analysis, Natural Sciences, Private Colleges, Research Methodology, Social Sciences, State Colleges, *Student Ability
Identifiers—Graduate Record Examination, Scholastic Aptitude Test
The effects of college environments on student achievement on three GRE area achievement tests, when the initial ability of students was controlled were studied. A wide variety of environmental measures for 95 colleges were included. The method computed within-school regression lines, then colleges were clustered on regression lines, using a taxonomic technique, and multiple group discriminant functions using college descriptive variables were computed. It was found that in all three achievement areas one group or cluster of colleges could be identified as being more effective than the remaining groups of colleges. In the humanities areas the most effective group was characterized by a higher proportion of faculty with doctorates, greater selectivity, and a larger budget. In social sciences and the natural sciences, emphasis on subject matter area as measured by the proportion of majors in the appropriate fields of study was the only variable which demonstrated some discrimination between the most and least effective groups. (Author)

ED 053 164 TM 000 681
Dyer, Henry S.
Issues in Testing.
Pub Date 15 Jan 69
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, Cognitive Development, Cultural Differences, Culturally Disadvantaged, Disadvantaged Youth, Educational Programs, *Evaluation, *Intelligence Tests, Mental Tests, Motivation, Program Evaluation, *Socially Disadvantaged, *Testing, *Testing Problems
Certain concepts that are sometimes confused in discussions on testing socially disadvantaged children are clarified and a history of testing, beginning with Binet, is presented. Finally, five problems in using tests to evaluate educational programs for the disadvantaged are considered. (AG)

ED 053 165 TM 000 682
Erdmann, James B. And Others
The Medical College Admission Test: Past, Present, Future.
Pub Date 71
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, *Admission Criteria, Bibliographies, College Admission, *Competitive Selection, Medical Education, *Medical Schools, Medical Students, Multiple Choice Tests, *Predictive Ability (Testing), Sciences, Scoring, Testing, *Tests, Verbal Ability
Identifiers—MCAT, *Medical College Admission Test
The evolution of the Medial College Admission Test (MCAT), its present constitution and operation, and plans for its future are discussed. Also included is a current selected bibliography on the test. (AG)

ED 053 166 TM 000 684
Lord, Frederic M. Wingersky, Marilyn S.
Efficiency of Estimation When There is Only One Common Factor.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Report No—RB-71-16
Pub Date Mar 71
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Factor Analysis, *Factor Structure, *Mathematical Models, Mathematics, Sampling, *Statistical Analysis, Statistics
Explicit formulas are derived for the asymptotic sampling variances and covariances of the maximum likelihood estimators for factor-analysis parameters in the special case where there is just one common factor. The effect of the number of variables on these variances and covariances is indicated. A formula is given showing to what extent the usual covariance between two of a set of variables can be estimated more efficiently when there is known to be just one common factor. (Author)

ED 053 167 TM 000 686
Hall, Charles E.
A Factor Rotation Scheme Giving Orthogonal Bounds.
Educational Testing Service, Princeton, N.J.
Report No—RB-71-24
Pub Date May 71
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cluster Analysis, *Cluster Grouping, Correlation, *Factor Analysis, *Factor Structure, Mathematics, *Orthogonal Rotation, Statistical Analysis
A factor rotation scheme is presented which has a property that is interesting for examining factor-structure hypotheses. Given several clusters of tests the orthogonal bounds scheme produces factors which contain these clusters in some optimal sense. (Author)

ED 053 168 TM 000 687
Pennell, Roger
Factor Covariance Analysis in Subgroups.
Educational Testing Service, Princeton, N.J.
Report No—RB-71-23
Pub Date May 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Analysis of Covariance, Cognitive Tests, Computer Oriented Programs, *Correlation, Factor Analysis, Factor Structure, Goodness of Fit, *Groups, *Mathematical Models, Mathematics, Orthogonal Rotation, *Sampling
The problem considered is that of an investigator sampling two or more correlation matrices and desiring to fit a model where a factor pattern matrix is assumed to be identical across samples and we need to estimate only the factor covariance matrix and the unique variance for each sample. A flexible, least squares solution is worked out and illustrated with an example. (Author)

ED 053 169 TM 000 688
Joreskog, Karl G. Goldberger, Arthur S.
Factor Analysis by Generalized Least Squares.
Educational Testing Service, Princeton, N.J.
Report No—RB-71-26
Pub Date May 71
Note—34p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Correlation, *Factor Analysis, Factor Structure, Goodness of Fit, *Mathematical Models, *Mathematics, Probability, *Statistics, *Transformations (Mathematics)
Identifiers—*Generalized Least Squares, GLS
Aitkin's generalized least squares (GLS) principle, with the inverse of the observed variance-covariance matrix as a weight matrix, is applied to estimate the factor analysis model in the exploratory (unrestricted) case. It is shown that the GLS estimates are scale free and asymptotically efficient. The estimates are computed by a rapidly converging Newton-Raphson procedure. A new technique is used to deal with Heywood cases effectively. (Author)

ED 053 170 TM 000 689
Hall, Charles E.
Analysis of Covariance for Nonrandomized Data.
Educational Testing Service, Princeton, N.J.
Report No—RB-71-27
Pub Date May 71
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Analysis of Covariance, *Data Collection, *Educational Research, Hypothesis Testing, Mathematical Applications, *Mathematics, Multiple Regression Analysis, *Psychological Studies, Sampling, Statistical Analysis
The technique of analysis of covariance is examined for its relevance to educational and psychological investigations. A study of the arithmetic procedures, history, and statistical properties shows that, though the concepts are relevant to many data collection designs, the customary calculations are often inappropriate. Some suggestions are made relevant to altering the arithmetic procedures or the data collection design under some common conditions encountered in educational and psychological studies. (Author)

ED 053 171 TM 000 691
Using Tests in Curriculum Evaluation.
Michigan Univ., Ann Arbor. Bureau of School Services.
Pub Date 18 Feb 70
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counselor Role, Counselors, Curriculum Development, *Curriculum Evaluation, Educational Accountability, *Educational Improvement, Evaluation, Instructional Materials, State Programs, *State Surveys, Test Construction, *Testing, Tests
Three addresses from the Michigan School Testing Conference, "Curricular Accountability Through Testing" (Ted Ward); "The Role of State Testing in Curriculum Evaluation" (C. Philip Kearney); and "The Role of the Counselor in Curriculum Evaluation" (Mildred Peters) are included. (AG)

ED 053 172 TM 000 692
Aiken, Lewis R., Jr.
Interactions Among Group Regressions: An Old Method in a New Setting.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—RDM-42
Pub Date Dec 68
Contract—OEC-6-10-078
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Research, *Interaction, Mathematics, *Multiple Regression Analysis, *Prediction, Psychological Studies, *Scores, Tests of Significance
Identifiers—*Neyman Johnson Technique
The purpose of the Neyman-Johnson statistical technique is to determine a region or span of values on r independent variables where the predicted criterion scores of two or more treatment groups are significantly different. Consequently, the technique should prove especially useful in research concerned with moderator variables or with the interactions between treatments and person variables. The mechanics of the technique are reviewed and some extensions mentioned. Three simple examples are given. (Author)

ED 053 173 TM 000 700
Bowers, John
The Comparison of GPA Regression Equations for Regularly Admitted and Disadvantaged Freshmen at the University of Illinois.
Illinois Univ., Urbana. Office of Instructional Resources.
Report No—RR-320
Pub Date Aug 70
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Admission Criteria, *College Freshmen, Comparative Analysis, *Disadvantaged Youth, Educationally Disadvantaged, *Grade Point Average, Multiple Regression Analysis, Negro Students, Predictive Validity, Predictor Variables, Sex Differences, *Special Programs
Identifiers—Cooperative School and College Ability Tests, SCAT, SEOP, *Special Educational Opportunities Program
The regression equations of first semester grade point average (GPA) on high school percentile rank (HSPR) and verbal and quantitative score on the Cooperative School and College Ability Tests (SCAT) were significantly different for men and women regularly admitted freshmen and men and women freshmen admitted to the Special Educational Opportunities Program (SEOP) at the University of Illinois. HSPR and SCAT Verbal scores were useful predictors of GPA for all groups. However, separate regression equations for the prediction of GPA were indicated, since there were significant differences in the regression coefficients of the independent variables among the four groups. (Author)

ED 053 174 TM 000 701
Bernabei, Raymond, Comp.
Behavioral Objectives: An Annotated Resource File.
Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Curriculum Planning and School Evaluation.
Pub Date May 71
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Behavioral Objectives, *Behavioral Sciences, Bibliographic Citations, *Bibliographies, Educational Objectives, Literature Reviews, *Reference Materials, School Personnel
This file contains research studies, conference papers, and other documents on behavioral objectives. By using this information, instructional personnel may be able to provide more precise guidance in identifying, analyzing, constructing and using behavioral objectives. (CK)

ED 053 175 TM 000 702
Klein, Stephen P.
The Uses and Limitations of Standardized Tests in Meeting the Demands for Accountability.
California Univ., Los Angeles. Center for the Study of Evaluation.
Pub Date Jan 71
Note—20p.; UCLA Evaluation Comment, v2 n4
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Direction Writing, *Educational Accountability, Educational Objectives, Evaluation, *Evaluation Needs, Formative Evaluation, Instructional Improvement, Instructional Programs, *Performance Contracts, Performance Criteria, Program Planning, Scores, *Standardized Tests, Test Construction, Testing, *Test Validity
Major demands of accountability as related to performance contracting are outlined, as well as the limitations of standardized tests in meeting these demands. (AG)

ED 053 176 TM 000 703
Federico, Pat-Anthony
Development of Psychometric Measures of Student Attitudes Toward Technical Training: Reliability and Factorial Validity.
Air Force Human Resources Lab., Brooks AFB, Texas.
Report No—AFHRL-TR-70-37
Pub Date Nov 70
Note—61p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Factor Analysis, Instructional Systems, Measurement Techniques, Military Air Facilities, Military Personnel, Psychometrics, *Questionnaires, *Student Attitudes, *Technical Education, *Test Reliability, *Test Validity
This reported investigation is the Phase I effort of a task which undertakes to develop a new student critique form for Air Training Command (ATC). Specifically, it deals with the identification of valid and reliable psychometric measures of student attitudes toward Air Force technical training. Two critique form prototypes were developed using a Likert-type and Guttman-type configuration. These were administered in a counterbalanced order to samples of officers, NCO, and airmen enrolled in an ATC technical school. Multiple-factor analyses and multiple discriminant function analyses were performed for the scored responses of the subjects to these critique forms. Test-retest reliability and factorial and discriminative validities were established for each of the prototypes. On the basis of the statistical analyses of the two forms, the Likert configuration was recommended for further development. Eight Likert factors, or unidimensional scales, were defined: Instructor Competence, Training Management, Specialty Training, Training Impressions, Training Facilities, Repetitious Instruction, Intelligible Media, and Textbook Utility. Because of demonstrated differences between rater groups, it was also recommended that group-specific forms be developed. (Author)

ED 053 177 TM 000 706
Pennell, Roger
Additive Representations for Two-Dimensional Tables.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-29
Pub Date Apr 70
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algorithms, *Analysis of Variance, *Computer Programs, Goodness of Fit, *Interaction, *Mathematical Models, Mathematics, Multiple Regression Analysis, Statistical Analysis, *Transformations (Mathematics)
Identifiers—Conjoint Measurement
A model and a computer program for performing conjoint measurement is developed. (AG)

ED 053 178 TM 000 708
Shimberg, Benjamin
New Tools for Guidance in Business Education.
Educational Testing Service, Princeton, N.J.
Pub Date 15 Oct 70
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Ability Identification, *Aptitude Tests, *Business Education, Expectancy Tables, Guidance Counseling, Interest Tests, Job Placement, *Occupational Guidance, Prediction, Predictive Ability (Testing), *Student Placement, Testing, Tests
Identifiers—CGP, Comparative Guidance and Placement Program, GATB, General Aptitude Test Battery
Several recently developed measurement instruments, the General Aptitude Test Battery (GATB), the Comparative Guidance and Placement Program (CGP), the Kuder Occupational Interest Survey (DD), the Ohio Vocational Interest Survey (OVIS), and the Gordon Occupational Check List, are considered in connection with guidance testing for occupational placement. (AG)

ED 053 179 TM 000 709
Johnson, Barbara M.
Accountability in Teacher Training.
Pub Date 71
Note—5p.; Paper presented at the Annual Meeting of the California Educational Research Association, San Diego, California, April 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, College Supervisors, *Curriculum Development, *Educational Accountability, Elementary School Teachers, *Inservice Teacher Education, *Preservice Education, Special Education Teachers, Student Teaching, Teacher Attitudes, Teacher Education, Teacher Education Curriculum, *Teacher Role, Team Teaching
Identifiers—Minnesota Teacher Attitude Inventory, MTAI, OEO, Open Ended Opinionnaire
This project attempted to combine pre-service methods, student teaching and in-service curriculum improvement. The participants were 18 elementary classroom teachers, 22 college students, 1 Miller-Unruh teacher, 1 Title I teacher, 4 special education teachers, and a principal. The college students were assigned to one elementary

(K-8) school for one semester all day, every school day. They were enrolled for a 3 unit curriculum course. One of the main objectives of the project was to demonstrate that curriculum study and improvement can be effectively accomplished by intensive introspection on the part of a staff for the purpose of explaining and instructing teacher training candidates. Conversely, it was held that the college students in pre-service training would be effectively trained if their experiences were comprehensive and genuinely related to and included actual teaching. Pre and post evaluations were done using standardized and informal instruments. Results were significant. Other, more subjective evaluations were done on proficiency in the teaching of subjects and skills. These results were also highly positive. It is concluded that institutions that participate in teacher training must be responsible for the exploration and initiation of options for more involved, comprehensive programs. (Author/CK)

ED 053 180 TM 000 710
Thompson, Donald L. Nesselroad, Elizabeth M.
Teacher Verbalization and the Verbal Development of Head Start Children.
Pub Date Apr 71
Note—7p.; Paper presented at the Annual Meeting of the California Educational Research Association, San Diego, California, April 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Youth, Educationally Disadvantaged, *Effective Teaching, *Language Development, Language Handicaps, Learning Processes, *Preschool Children, Student Teacher Relationship, Teacher Rating, Verbal Ability, *Verbal Communication, Verbal Development, Verbal Tests
This study examined the verbal interaction of teachers and pupils to determine if the quantity and quality of teacher verbalization had significant impact on the verbal test scores of preschool Head Start Children. Teacher's verbal behavior was scored by a modification of the Caldwell Observer Rating Form. Children were tested using the Wechsler Pre-School and Primary Scale of Intelligence (WPPSI), the Peabody Picture Vocabulary Test (PPVT), and the Illinois Test of Psycholinguistic Ability (ITPA). One-way variance analyses were carried out on each of the dependent variables (child test scores) to determine the effectiveness of quantity of teacher verbalization versus quality of verbalization. Results indicate that quantity of teacher's verbalization did have a significant effect on children's test scores. Quality of verbalization appeared to have no effect. These results have implications for preschool programs which rely on para-professionals as teachers, especially in terms of hiring and training of these personnel.. (Author)

ED 053 181 TM 000 711
Schriber, Peter E.
Cost Benefit Analysis of Comprehensive Achievement Monitoring for Classroom Evaluation.
Massachusetts Univ., Amherst. School of Education.
Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.
Report No—WP-18
Pub Date Feb 71
Note—11p.; Paper presented at the Annual Meeting of the National Council of Measurement of Education, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Behavioral Objectives, *Classroom Research, Comparative Analysis, *Cost Effectiveness, Course Evaluation, *Criterion Referenced Tests, Data Analysis, Decision Making, *Evaluation, Evaluation Techniques, Performance, Teacher Education, Teacher Role, *Test Construction, Testing, Test Results, Tests
Identifiers—CAM, *Comprehensive Achievement Monitoring
Comprehensive Achievement Monitoring (CAM) is a systematic procedure of constructing and administering longitudinal, criterion-referenced tests. CAM has advantages over typical classroom testing of having well-organized tests, providing course evaluation through pretesting, posttesting, and retention measurement; producing data for continuous classroom instructional management; and being based on a curriculum of behavioral objectives. The systematic gathering of comprehensive performance data permits a means of establishing a dollar-and-cents cost analysis for various instructional and curricular alternatives. The costs of typical classroom testing and CAM are compared. (Author)

ED 053 182 TM 000 712
Schriber, Peter E. Gorth, William P.
Objective and Item Banking Computer Software and Its Use in Comprehensive Achievement Monitoring.
Massachusetts Univ., Amherst. School of Education.
Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.
Report No—WP-17
Pub Date Feb 71
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Behavioral Objectives, *Computer Programs, Criterion Referenced Tests, *Information Retrieval, Item Analysis, Response Mode, *Test Construction, *Testing, Tests
Identifiers—CAM, COMBAT, *Comprehensive Achievement Monitoring, Computer Based Test Development Center, Instructional Objective Exchange, IOX
The current emphasis on objectives and test item banks for constructing more effective tests is being augmented by increasingly sophisticated computer software. Items can be catalogued in numerous ways for retrieval. The items as well as instructional objectives can be stored and test forms can be selected and printed by the computer. It is also possible to select and retrieve objectives from which a curriculum can be created tailored to personal choice. This paper describes a very flexible item banking computer program and its use with a longitudinal, criterion-referenced testing program called Comprehensive Achievement Monitoring (CAM), capable of both classroom management and curriculum evaluation. The CAM model includes item sampling techniques and several parallel test forms which would be particularly difficult to develop without the item banking computer programs. (Author)

ED 053 183 TM 000 713
Sandler, Louise And Others
Developmental Test Performance and Behavioral Styles of Disadvantaged Nursery School Children.
Pub Date May 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior, Developmental Programs, *Developmental Tasks, *Disadvantaged Youth, Family Background, Learning Difficulties, Negro Youth, *Nursery Schools, *Screening Tests, Testing, Verbal Ability
Identifiers—DDST, *Denver Developmental Screening Test, Get Set Program
Deviant functioning within preschoolers in a Get Set program was assessed in order that an effective screening instrument could be utilized for early identification of learning disorders in disadvantaged children. (AG)

ED 053 184 TM 000 714
Rock, Donald A. Evans, Franklin R.
Cultural Characteristics as a Moderating Influence on Expected Achievement Within a Curriculum Choice.
Educational Testing Service, Princeton, N.J.
Report No—GSP-58; RB-71-30
Pub Date May 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Aptitude Tests, Classification, Cluster Grouping, *Cultural Background, *Curriculum Research, High School Students, *Overachievers, Parent Attitudes, Predictive Ability (Testing), Predictor Variables, Research Methodology, *Underachievers
Identifiers—SCAT, School and College Aptitude Test, Sequential Tests of Educational Progress, STEP
Methodologies were proposed for combining background and aptitude and/or achievement information in an approach to the classification problem using the concept of under- and overachievement. The methodologies were applied to independent samples from four high school curricula. The results suggest that when past achievement and/or aptitudes were held constant (1) groups characterized by overachievement in all four curricula had similar backgrounds as defined by their level and pattern of responses to five biographical variables, (2) groups characterized by underachievement in the four curricula appeared to have similar response patterns but had more variation with respect to level and (3) underachieving groups regardless of curricular chioce reported that they spent more time on extracurricular technological projects than did overachieving groups. To a somewhat lesser extent underachievers tended to have fathers who discouraged their going on to college and they (the underachievers) also tended to spend more time on extracurricular reading. (Author)

ED 053 185 TM 000 715
Pennell, Roger
Finding Points of View in Judgment Data.
Educational Testing Service, Princeton, N.J.
Report No—RB-71-8
Pub Date Feb 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algorithms, *Behavioral Science Research, *Computer Oriented Programs, *Data Analysis, *Individual Differences, *Mathematical Models, Mathematics
It is argued that many investigators utilize the Tucker and Messick (1963) Model with no intention of looking for individual differences or, after utilizing the model, draw improper inferences. An example is given illustrating the difficulties which result from improper use of the model. Several proper methods are outlined. (Author)

ED 053 186 TM 000 716
Zdep, S. M.
Educating Disadvantaged Urban Children in Suburban Schools: An Evaluation.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-28
Pub Date Apr 70
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Attitudes, *Bus Transportation, Community Attitudes, *Educationally Disadvantaged, *Experimental Programs, Grade 1, Grade 2, *Program Evaluation, Racial Integration, Urban Schools
Identifiers—Classroom Operational Problems Check List, Cooperative Primary Achievement Tests, In the Primary School Attitude Inventory, Metropolitan Readiness Test
A one-year experimental program that transported a total of 38 "volunteer" disadvantaged city children to schools in a nearby suburban community was evaluated in grades 1 and 2. Twenty-six of the 38 children were in a total of 12 different classes at these two grade levels. At the conclusion of the program, transported first graders displayed significantly higher average gains than did counterparts who remained in the city school in reading, mathematics, and listening skills. Among second graders, achievement mean gains for the transported group did not differ significantly from those of the counterpart group. Suburban children in classes containing city youngsters displayed no measured detrimental effects on achievement, when compared to similar classes without city children. In general, year-end affective measures indicated that most groups of students preferred integrated classes that were mostly white, and they also felt these classes were among the smartest. (Author)

ED 053 187 TM 000 717
Pezzullo, Thomas R. Madaus, George F.
The Genetic Components of Verbal Divergent Thinking and Short Term Memory.
Pub Date Jun 71
Note—26p.; Paper presented at the Annual Meeting of the New England Educational Research Organization, Boston College, Chestnut Hill, Massachusetts, June 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biological Influences, Cognitive Processes, Creative Thinking, *Divergent Thinking, Genetics, *Heredity, Hypothesis Testing, Intelligence, Intelligence Differences, *Intelligence Factors, *Memory, Models, *Twins, Verbal Ability
Identifiers—Short Term Memory Test, Torrance Tests of Creative Thinking

A study of twins was conducted to determine the presence of an hereditary component in short term memory and in three aspects of verbal divergent thinking--flexibility, fluency, and originality. Results showed the existence of a significant genetic component in the trait of short term memory, while none was found in verbal divergent thinking. (AG)

ED 053 188 TM 000 718
Jones, Leon
Using Evaluation Data to Improve an Ongoing Program: A Methodology.
Massachusetts Univ., Amherst. School of Education.
Pub Date May 71
Note—11p.; Paper presented at the Annual Meeting of the New England Educational Research Organization, Chestnut Hill, Massachusetts June 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Data Analysis, *Decision Making Skills, *Educational Improvement, Educational Needs, *Evaluation, Evaluation Needs, Evaluation Techniques, Measurement, Measurement Techniques, Program Development, *Program Planning, *Research Methodology
The purpose of this paper is to provide a systematic procedure that uses evaluation data to improve an ongoing program during its in-progress stage. (Author)

ED 053 189 TM 000 719
Braun, John R. And Others
Fakability of the Edwards Personality Inventory: Overview and Integration of Results.
Bridgeport Univ., Conn.
Pub Date 71
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Rating Scales, Personality, *Personality Assessment, *Personality Tests, Research Design, Testing
Identifiers—*Edwards Personality Inventory, EPI
This study examines the fakability of the Edwards Personality Inventory (EPI). Results indicate that Edwards was not successful in his attempts to control for social desirability. (CK)

ED 053 190 TM 000 720
Collet, L. S. Semmel, M. I.
The Analysis of Sequential Behavior in Classrooms and Social Environments: Problems and Proposed Solutions.
Indiana Univ., Bloomington.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date May 71
Grant—OEG-9-242178-4149-032
Note—29p.
Available from—University of Michigan, 4209 SEB, Ann Arbor, Michigan 48104 (Hard Copy $1.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Behavior, *Behavioral Science Research, *Behavior Chaining, Behavior Patterns, *Classroom Environment, Computer Programs, Interaction, *Interaction Process Analysis, Intergroup Relations, Mathematical Models, Orthogonal Rotation, Research Methodology, *Social Environment
Problems in the analysis of sequential behavior are discussed in relation to observation-coding procedures. A set of heuristic constructs are presented toward the development of a solution strategy for the analysis of chains of interactive behaviors. A proposed analytic computer program is briefly outlined and discussed. (Author)

ED 053 191 TM 000 721
Education for the 70's: A Survey of Community Opinion about the Tacoma Public Schools.
Tacoma School District 10, Wash.
Pub Date May 71
Note—132p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Community Attitudes, *Community Surveys, Course Evaluation, Educational Accountability, Educational Needs, *Educational Objectives, *Educational Planning, Educational Policy, Policy Formation, Public Opinion, Public Schools, Relevance (Education), *School Community Cooperation, School Community Relationship
Identifiers—Tacoma Public School District
To facilitate planning, development, and implementation of educational policies, data was collected concerning community attitudes toward both current and desired educational programs. Sampling procedures, instrumentation, data collection, and responses to questionnaire items and open-ended questions are described in detail. Appendices include subpublic analysis tables, school-community correspondence, and the questionnaire. (MS)

ED 053 192 TM 000 722
Nagel, Thomas S. Paixao, Lyra
A Study of Student Ratings of Elementary Education Instructors at San Diego State College.
Pub Date Apr 71
Note—11p.; Paper presented at the Annual Meeting of the California Educational Research Association, San Diego, California, April 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Rank (Professional), College Faculty, College Students, College Supervisors, *Elementary Education, Employment Level, Faculty Evaluation, Hypothesis Testing, Performance Factors, Questionnaires, Rating Scales, *Student Opinion, Student Teacher Relationship, Teacher Educators, *Teacher Rating, *Tenure
This study investigates the differences among 65 instructors' performance in the San Diego State College Department of Elementary Education, according to their student ratings. Comparisons were made in relation to the instructors' employment situation--tenured and non-tenured; to their professional rank--assistant, associate or full professor; and to a combination of both. It was concluded that: 1) Student ratings of instruction seem to be correlated with instructors' academic rank. Associate professors were consistently favored as compared with assistants and full professors; 2) The variable tenure appears to increase differences between academic ranks. When tenured associates were compared with tenured professors, differences between the ranks were greater than when tenured and non-tenured associates, as a single group, were compared with tenured full professors; 3) The variable non-tenure appears to weaken differences between academic ranks. When assistants (both tenured and non-tenured) were compared with associate professors (both tenured and non-tenured), differences found between the two groups were greater than when only the non-tenured assistant and the non-tenured associate professors were compared; 4) The variable tenure, as compared with academic rank, may contribute more to discrimination between instructors, as rated by students. (Author/AG)

ED 053 193 TM 000 723
Evaluation of the Orange County Supplementary Educational Center.
Spons Agency—Orange County Dept. of Education, Santa Ana, Calif.
Pub Date 30 Jun 70
Note—203p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Cost Effectiveness, Data Analysis, *Educational Accountability, *Educational Improvement, Educational Needs, Educational Objectives, Educational Planning, Educational Programs, Evaluation Techniques, Formative Evaluation, Program Costs, *Program Evaluation, Summative Evaluation, *Supplementary Educational Centers
Identifiers—Orange County
The purpose of this document is to evaluate the assistance provided by the Orange County Supplementary Educational Center in terms of its policy objectives, procedural responses, and procedural implementation. (Author/AG)

ED 053 194 TM 000 724
Freiberg, H. Jerome
The Effects of Ability Grouping on Interaction in the Classroom.
Pub Date 70
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Ability Grouping, *Classroom Communication, Computer Oriented Programs, Discriminant Analysis, History Instruction, Homogeneous Grouping, Interaction, Interaction Process Analysis, *Pilot Projects, Reinforcement, Secondary Schools, Student Motivation, *Student Teacher Relationship, *Teacher Behavior
Identifiers—Flanders Interaction Analysis
This study represents classroom observations of a secondary school which employs ability grouping for grades seven through twelve. The effects of ability grouping on the interaction in the classroom was measured with use of Flanders Interaction Analysis. Two history teachers with identical grades and phases were used in this study which began in the Fall of 1970 and ended that January. Each teacher's ability groups were observed twice during the semester, once at the beginning of the year and once near the end of the term. Darwin's Chi Square and graphic representations of frequency counts were used to measure differences between the two teachers and within their own ability groups. Preliminary results show that the upper phases tend to receive more empathy, praise and use of their ideas and less direction and criticism than the lower phases according to the Flanders Interaction Analysis system. The two teachers also tend to teach their lower phases in a similar manner. (Author/AG)

ED 053 195 TM 000 726
Gustafson, Richard A. Owens, Thomas R.
The Self-Concept of Mexican-American Youngsters and Related Environmental Characteristics.
Pub Date 30 Apr 71
Note—26p.; Paper presented at the Annual Meeting of the California Educational Research Association, San Diego, California, April 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bilingual Students, Cognitive Ability, *Elementary School Students, Environmental Influences, Ethnic Groups, Grade 3, Grade 6, Mathematics, *Mexican Americans, Predictor Variables, Rating Scales, Reading, *Self Concept, Self Esteem, *Self Evaluation, Spanish Speaking, *Student Evaluation
Identifiers—Project ABRAZO, SEI, *Self Esteem Inventory
Project ABRAZO is a bilingual research program designed to investigate strategies which might enhance the self-concept of Mexican-American children. A portion of the baseline data collected for ABRAZO is considered with three purposes in view: (1) Is there any difference between the self-concept of Mexican-American children, non-Mexican-American and Anglos at grades 3 and 6? (2) What is the degree of agreement between the child's view of himself, how he thinks his teacher sees him, and a teacher rating of his self-concept? (3) Which background characteristics are good predictors of self-concept and achievement in mathematics and reading? (AG)

ED 053 196 TM 000 727
Hartwig, Keith E.
A Basic Model for Planning, Monitoring, and Evaluating Educational Programs.
Pub Date Feb 71
Note—4p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Needs, Educational Planning, *Educational Programs, Evaluation Methods, *Management Systems, *Models, *Program Evaluation, *Program Planning, School Personnel
This paper presents a brief description of a basic model for planning, monitoring, and evaluating educational programs using managerial concepts. The model involves the use of five steps as follows: (1) identification of a need; (2) a statement of desired outcomes (objectives); (3) the development of a program, including processes and resources; (4) on-going evaluation (monitoring); and (5) terminal evaluation. The approach is straight-forward, and is easily understood by those who lack sophistication in a management approach to education. The model is in the developmental stage, and is by no means complete, nor is it represented to be complete. It is a system that has been found useful in presenting a management approach to education to teachers and school administrators. (Author)

ED 053 197 TM 000 728
Ball, Samuel Bogatz, Gerry Ann
Summative Research of Sesame Street: Implications for the Study of Preschool-Aged Children.
Educational Testing Service, Princeton, N.J.
Pub Date 71
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Child Development, *Cognitive Processes, Data Col-

lection, *Disadvantaged Youth, Early Childhood Education, Educational Television, Interaction, Measurement, Post Testing, *Preschool Children, Pretesting, Research Methodology, *Summative Evaluation, *Symbolic Learning, Testing
Identifiers—*Sesame Street
Sixty-six goals, mostly involving symbolic representation and cognitive processes, were evaluated to indicate those aspects of the summative research on Sesame Street that were bases for generalizing about research into the development of preschoolers. Unintended and intended outcomes were investigated as well as the program's effectiveness for various groups of preschoolers. (MS)

ED 053 198 TM 000 729
An Introduction to Guaranteed Performance Contracting: A Planning Guide.
Michigan State Dept. of Education, Lansing.
Pub Date Mar 71
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cost Effectiveness, *Educational Accountability, Educational Improvement, Educational Needs, Educational Objectives, *Educational Planning, Instructional Innovation, *Performance Contracts, *Program Guides, School Districts, State Departments of Education
This guide was designed by the Michigan State Department to assist local school district personnel in the use of Guaranteed Performance Contracting (GPC) by providing a framework of suggested procedures. (CK)

ED 053 199 TM 000 731
Droege, Robert G.
Alternatives to a Moratorium on Testing.
Pub Date Apr 71
Note—14p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association, Atlantic City, New Jersey, April 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Competitive Selection, Discriminatory Attitudes (Social), *Educationally Disadvantaged, Job Placement, *Nonverbal Tests, Occupational Guidance, *Occupational Tests, Organizational Climate, Performance Tests, Personnel Selection, *Test Bias, Testing, *Testing Problems, Test Interpretation, Test Wiseness
Identifiers—*Nonreading Aptitude Test Battery
The alternative suggested is comprised of three elements: 1) Working toward changes in attitudes of people and institutions to directly attack discriminatory applications of tests; 2) Emphasizing test validation and development by new test instruments oriented to the needs of disadvantaged applicants; and, 3) Eliminating discriminatory selection procedures as stated in Title VII of the Civil Rights Act. (MS)

ED 053 200 TM 000 732
Popham, W. James, Ed.
Criterion-Referenced Measurement: An Introduction.
Pub Date 71
Note—113p.
Available from—Educational Technology Publications, Inc., Englewood Cliffs, New Jersey 07632 ($5.95)
Document Not Available from EDRS.
Descriptors—*Criterion Referenced Tests, Educational Innovation, *Educational Testing, Evaluation, Learning Processes, *Measurement, *Measurement Techniques, Norm Referenced Tests, Scores, *Symposia, Teaching Methods
At the 1970 meeting of the American Educational Research Association a symposium, jointly sponsored by the National Council on Measurement in Education, was presented on the topic "Criterion-Referenced Measurement: Emerging Issues." The following papers were presented: "Instructional Technology and the Measurement of Learning Outcomes: Some Questions" (Robert Glaser); "Implications of Criterion-Referenced Measurement" (W. James Popham and T. R. Husek); "A Criterion-Referenced Test" (Robert Glaser); "The Applicability of Criterion-Referenced Measurement by Content Area and Level" (Alfred D. Garvin); "Evaluative Aspects of Criterion-Referenced Measures" (Richard C. Cox); and, "Indices of Adequacy for Criterion-Referenced Test Items" (W. James Popham). Selected References and biographical data about the authors is also included. (CK)

ED 053 201 TM 000 733
Perry, Dallis
Interpreting Standardized Test Scores.
Minnesota Univ., St. Paul. Student Counseling Bureau.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—TR-8000
Pub Date 71
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Criterion Referenced Tests, Evaluation, Expectancy Tables, Grade Equivalent Scores, Measurement, Norm Referenced Tests, *Prediction, Profile Evaluation, Raw Scores, *Scores, Scoring, Standard Error of Measurement, *Standardized Tests, Testing, *Test Interpretation, Test Reliability, *Test Validity, True Scores
Principles of test administration, test validity, and accuracy of measurement underlying interpretation of standardized test scores in educational administration, instruction, and guidance are presented. Types of norm-referenced score transformations, including percentiles, standard scores, and grade equivalents, and of criterion referenced scores, including content scales, predicted scores, and expectancies, are described; and their applications are illustrated. Special attention is given to multi-scores tests and the representation of their scores as profiles and similarity indexes. (Author)

ED 053 202 TM 000 734
Lewis, Ernest L. Beggs, Donald L.
The Effects of Repeated Testing on Verbal and Nonverbal Ability Assessment.
Pub Date Apr 71
Note—24p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association, Atlantic City, New Jersey, April 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conditioning, Educational Programs, *Grade 6, *Intelligence Tests, *Memory, Nonverbal Tests, *Recall (Psychological), Response Mode, Scores, Test Reliability, Test Validity, *Test Wiseness, Verbal Tests
Identifiers—*Lorge Thorndike Intelligence Test
The purpose of this study was to attempt to determine if score gains obtained upon repeated testing with an intelligence test result from a practice effect, from students remembering specific items, or from a combination of both. The verbal and nonverbal batteries of an I.Q. test were administered to 860 sixth graders on three occasions with two-month and four-month intervals between testing sessions. Some students received the same form of the test each time they were tested while others received alternate forms of the test. The results indicated that the subjects did experience an increase in verbal mean I.Q. In the nonverbal results, only groups retested with the same form of the test experienced significant mean gains. The verbal mean gains appeared to result from a practice effect while the nonverbal results appeared to result from students remembering specific items from one testing session to the next. (Author)

ED 053 203 TM 000 735
Levine, Michael V.
Transforming Curves into Curves with the Same Shape.
Educational Testing Service, Princeton, N.J.
Report No—RB-71-32
Pub Date Jun 71
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Algebra, Mathematical Applications, Mathematical Concepts, Mathematical Vocabulary, *Mathematics, *Set Theory, Symbols (Mathematics), *Transformations (Mathematics)
Curves are considered to have the same shape when they are related by a similarity transformation of a certain kind. This paper extends earlier work on parallel curves to curves with the same shape. Some examples are given more or less explicitly. A generalization is used to show that the theory is ordinal and to show how the theory may be applied to measure sensation. The problem of actually transforming curves into curves with the same shape is reduced to the problem of rendering another set of curves parallel. Connections with groups and rings are developed to place the work in a familiar context. These connections and the earlier work on parallel curves are used to obtain necessary and sufficient conditions for the existence of transformations, to study the uniqueness of transformations and to show how transformations can be calculated. (Author)

ED 053 204 TM 000 736
Kern, Evan J.
The Kern Art Education Information Inventory: A Progress Report.
Ohio State Univ., Columbus. Coll. of Education.
Pub Date 71
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Aptitude, Art, *Art Education, *Career Planning, Cognitive Processes, *College Students, *Decision Making, Guessing (Tests), Multiple Choice Tests, Occupational Guidance, Student Attitudes, *Testing, Test Reliability, Vocational Interests
Identifiers—*Kern Art Education Information Inventory
The inventory, consisting of 100 multiple-choice items, was developed to assess four areas of a student's knowledge of art and art education: art materials and processes; the history of art; art theory and criticism; and art education theories and practices. Administration takes thirty minutes, standard IBM answer sheets are used, and either hand or machine scoring is acceptable. (AG)

ED 053 205 TM 000 737
Centra, John A. Rock, Donald
College Environments and Student Academic Achievement.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-69
Pub Date Dec 70
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Activism, *College Environment, Cultural Opportunities, Curriculum Development, Humanities, *Liberal Arts, Natural Sciences, Overachievers, Prediction, Predictor Variables, Questionnaires, Social Environment, Social Sciences, *Student Attitudes, Student Teacher Relationship, Underachievers
In this study, selected aspects of the college environment were related to student academic achievement at 27 small liberal arts colleges. The colleges' social and academic environment were assessed through students' perceptions and included five scales describing the extent of faculty-student interaction, student activism, curriculum flexibility, academic challenge, and the colleges' cultural facilities. Results suggest that certain student-described college environmental features are related to academic achievement, although replication with another group of colleges would be desirable. (Author/AG)

ED 053 206 TM 000 738
Cotton, John W.
Mathematical Analysis of a Multiple-Look Concept Identification Model.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-72
Pub Date Dec 70
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Mathematical Applications, *Mathematical Models, *Mathematics, *Prediction, *Probability, Probability Theory, Statistical Analysis, *Stimulus Behavior
The behavior of focus samples central to the multiple-look model of Trabasso and Bower is examined by three methods. First, exact probabilities of success conditional upon a certain brief history of stimulation are determined. Second, possible states of the organism during the experiment are defined and a transition matrix for those states determined, permitting prediction over all possible numbers of trials. Third, Fisher's generalizations and corrections of the Trabasso and Bower focus sample theory are examined. A general solution for the conditional probability of success is derived from Fisher's equation for the probability of n successes between any two errors. One very strong implication of the theory is given in Section 5. (Author)

ED 053 207 TM 000 739
Evans, Franklin R. Reilly, Richard
A Study of Speededness as a Source of Test Bias.
Educational Testing Service, Princeton, N.J.
Report No—RB-71-31
Pub Date May 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Fees, Financial Support, Item Analysis, *Negroes, *Reading Comprehension, Scores, *Test Bias, Testing Problems, *Test Reliability, Test Results, Tests, *Timed Tests
Identifiers—*Law School Admission Test, LSAT
Specially constructed "speeded" and "unspeeded" forms of a Reading Comprehension section of the Law School Admission Test (LSAT) were administered to regular center and fee-free center LSAT candidates in an effort to determine: (1) if the test was more speeded for fee-free candidates, and (2) if reducing the amount of speededness was more beneficial to fee-free candidates. Results of the analysis show: (1) the test is somewhat more speeded for fee-free candidates than for regular candidates, (2) reducing the amount of speededness produces higher scores for both regular (22 scaled score points) and fee-free (33 scaled score points) center candidates, and (3) reducing speededness is not more beneficial (in terms of increasing the number of items answered correctly) to fee-free than to regular center candidates. Lower KR-20 reliability was observed under speeded conditions in the fee-free sample and is discussed. (Author)

ED 053 208 TM 000 741
Theimer, William C., Jr.
Alternatives to the State Mandated Testing Program.
Pub Date Apr 71
Note—22p.; From part of a symposium on Testing at the Convention of the California Educational Research Association, San Diego, California, April 29, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Criterion Referenced Tests, Discriminant Analysis, Educational Innovation, Feedback, *Norm Referenced Tests, Norms, Objectives, Parents, Program Evaluation, Sampling, School Personnel, Standardized Tests, *State Programs, *Testing Programs, *Test Interpretation, Tests
Identifiers—Instructional Objective Exchange
The purposes for which test data should be used were described as: test should provide a learning experience for the child taking the test, the teacher giving the test, and the parents of the child. It should also provide information useful to school administrators, school boards, and state and national educational agencies. The state-mandated testing program was examined in terms of how well it provided information which would be most valuable to these groups. Students, teachers and parents get very little helpful information from the present testing program. The information provided to the last three groups mentioned was more useful, but wasteful in time and money. Three alternatives were suggested: (1) criterion referenced tests based on the UCLA Instructional Objectives Exchange (IOX); (2) a form of sampling using the present standardized state-mandated tests; and (3) a combination of standardized normative based tests and locally constructed criterion referenced tests. (Author/AG)

ED 053 209 TM 000 742
Theimer, William C., Jr.
Let's Make Research More Relevant.
Pub Date Apr 71
Note—11p.; Paper presented at the Convention of the California Educational Research Association, San Diego, California, April 29-30, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Decision Making, *Decision Making Skills, *Educational Administration, Educational Needs, Educational Programs, *Educational Research, Educational Testing, Evaluation, Information Dissemination, Models, Program Effectiveness, *Relevance (Education), Research Methodology, Research Needs, *Research Problems, Testing Problems, Test Results
Research in education has not been relevant because: 1) Decision makers have been making decisions without research findings and sec no need for this kind of information now; 2) Research findings in the local schools are usually made available to the decision-maker or administrator after the decisions have been implemented; 3) Researchers feel the need to replicate findings before making them known. Several suggestions are made for making research findings available in a form and at times when they can be used by the local decision-maker. Dissemination of information which requires change in curriculum, administration, or methods will be resisted by those in power. Models which will provide information of process as well as product evaluation data are suggested as alternatives which will provide data more quickly, and provide partial replication before decisions are made. (Author/AG)

ED 053 210 TM 000 743
Campbell, Joel T. And Others
Prediction of Job Performance for Negro and White Medical Technicians: The Prediction of Supervisors' Ratings from Aptitude Tests, Using a Cross-Ethnic Cross-Validation Procedure.
Educational Testing Service, Princeton, N.J.
Report No—PR-70-18
Pub Date Oct 70
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aptitude Tests, Caucasians, Cross Cultural Studies, Culture Free Tests, Job Skills, *Medical Laboratory Assistants, Multiple Regression Analysis, *Negroes, Performance Criteria, Personnel Selection, *Prediction, Predictive Ability (Testing), Racial Discrimination, Rating Scales, *Supervisors, *Task Performance, Test Bias, Tests, Test Validity, Weighted Scores
This paper, a continuation of the analysis of data collected on 455 Negro and white medical technicians (see ED 035 018) as part of a study on fairness in selection testing, investigates the prediction of supervisors' ratings from aptitude tests. (AG)

ED 053 211 TM 000 745
Heusser, H. Earl, Jr.
Philosophies and School Evaluations: Are They Origins of Hypocrisy?
Pub Date 71
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Course Objectives, Curriculum Development, Curriculum Evaluation, *Educational Objectives, *Educational Philosophy, Evaluation Needs, *High School Curriculum, *Instructional Improvement, Instructional Programs, Program Evaluation, *Rating Scales, Relevance (Education)
This two-part article addresses itself to philosophical and instructional guidelines. Part I is entitled "Relationships of High School Philosophy and Objectives to Curriculum and Instruction in the Education Process" and Part II, "A Rating Instrument Designed to Improve School Evaluation and the Resulting Instructional Program." (CK)

ED 053 212 TM 000 748
Horne, Eleanor V., Ed.
Test Collection Bulletin.
Educational Testing Service, Princeton, N.J.
Pub Date Apr 71
Note—23p.; vol 5, no 2
Available from—Test Collection, Educational Testing Service, Princeton, N. J. 08540 $2.00 yearly subscription ($2.50 for foreign readers)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Achievement Tests, *Annotated Bibliographies, Aptitude Tests, Attitude Tests, Interest Tests, *Library Collections, Personality Tests, Preschool Programs, Preschool Tests, *Testing Programs, *Test Reviews, *Tests
Identifiers—*Head Start Test Collection
Brief annotations of the instruments acquired by the Test Collection of Educational Testing Service from January through March of 1971, whether published in the U. S. or abroad, are provided. A special Head Start Test Collection has also been established to provide information about instruments for those engaged in research or project direction involving young children. Also included are announcements of tests soon to be available; tests no longer available; test distribution changes; test reviews; and, a brief annotation for new reference materials in the field. New addresses for publications and publishers are also listed as are addresses of all publishers or organizations whose materials and services are mentioned in the Bulletin. (CK)

ED 053 213 TM 000 750
Harris, Major L.
Testing and Evaluation in Higher Education and Its Effect on Racial Minorities.
Pub Date 71
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Admission Criteria, *Aptitude Tests, College Admission, Diagnostic Tests, Disadvantaged Youth, Educationally Disadvantaged, Environmental Influences, Evaluation, *Higher Education, Learning Difficulties, *Minority Groups, Predictive Ability (Testing), *Racial Discrimination, Test Bias
Do we control tests, or do these instruments of measurement control us? Standard scores, percentiles, norms, standard deviations and other elements of measurement can assist the educative process or degenerate into mechanical crutches. There is general consensus among most eduucators that learning is a multifactor experience involving, among other elements, the factor of environmental influences. Various studies have illustrated the effect of environment upon the academic achievement of youth and adults from racial minorities, especially those who reside in poverty communities. Educators who depend upon so-called measures of academic aptitude perform a disservice to students from racial minorities. Not only do these students become educationally crippled by this kind of single-factor decision making, but society also loses the talents of individuals whose potentials are too complex to accurately determine by scores obtained on tests of academic aptitude and achievement. Students from racial minorities could benefit more from diagnostic examinations which will assist them in analyzing and eliminating their learning difficulties. Instruments of this nature could become significant factors in the educational and career progress of people who have been economically and culturally deprived. (Author/CK)

ED 053 214 TM 000 751
Golden, George M. And Others
Item Writing Rule Conformity as Related to Biographical Item Response Stability.
Pub Date May 71
Note—6p.; Paper presented in a session on Testing and Training Materials at the Convention of the Rocky Mountain Psychological Association, Denver, Colorado, May 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Background, *Biographical Inventories, College Freshmen, *Item Analysis, Placement, *Prediction, *Questionnaires, Self Evaluation, *Test Construction, Test Reliability, Test Validity
This study examined relationships among conformity to biographical item writing rules, rated stability, and obtained response stability. First and second administration data were collected and a stability index was obtained on 88 items using a college freshmen sample (N=106). One group of judges then educed rules to discriminate between the more stable and the less stable items, and a second group judged the conformity of each item to the seven educed rules. Intercorrelations were computed among the rule conformity indices, Probable Response Stability scale ratings, and the obtained stability indices. Although three of the rules were significantly related to item stability, using them to compute multiple correlations did not enhance prediction of stability compared with application of the ratings alone. Practical implications for optimizing biographical item stability and improving a priori prediction of response stability in future research are discussed. (Author/AG)

ED 053 215 TM 000 754
Carlson, Julia A. Davis, Clive M.
Cultural Values and the Risky Shift: A Cross-Cultural Test in Uganda and the United States.
Educational Testing Service, Princeton, N.J.
Report No—RB-70-59
Pub Date Oct 70
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cross Cultural Studies, *Cultural Differences, *Decision Making, Decision Making Skills, Group Behavior, *Group Discussion, Individual Characteristics, *Risk, Testing, Values
Identifiers—*Uganda, United States

To investigate the hypothesis that the "risky shift" is a function of a cultural value favoring risk, group and individual decisions of Ugandan and U. S. students were compared on two tasks: the choice dilemmas devised by Kogan and Wallach and the actual-consequence situation of Wallach, Kogan, and Bem. On both tasks the individual decisions of the Ugandans were more conservative, supporting the premise that Ugandan students are less favorably disposed to risk taking than are the U. S. students. For the Ugandan sample, group discussions produced no evidence of a risky shift. For the U. S. sample, there was evidence of a risky shift, but not to the extent reported by other investigators. The results were interpreted as consistent with the cultural-value hypothesis; some reservations were discussed. (Author)

ED 053 216 TM 000 755
Gibson, Dennis Lee Dunnette, Marvin D.
Predicting Individuals' Verbal Behavior in Counseling Group Interaction.
Minnesota Univ., Minneapolis.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—TR-4006
Pub Date 71
Note—71p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior, Behavior Patterns, Behavior Rating Scales, College Students, *Comparative Analysis, Correlation, Group Behavior, *Group Dynamics, Homogeneous Grouping, Individual Activities, Interaction, *Interaction Process Analysis, Interpersonal Relationship, Measurement Techniques, Prediction, *Predictive Ability (Testing), Psychometrics, Self Evaluation, Testing, Tests, *Verbal Communication
Identifiers—*Hill Interaction Matrix, HIM
A self-report inventory was compared with a situational test as a predictor of the verbal behavior of individual members of small interpersonal skills training groups. As hypothesized, the situational test was a better predictor than was the self-report inventory. A powerful social conformity effect may have operated in both the situational test and the criterion groups, perhaps obscuring individual differences in preferred styles of interaction, which the self-report inventory seeks to measure. (Author/AG)

ED 053 217 TM 000 756
1970-71 Individual Pupil Report: Explanatory Materials.
Michigan State Dept. of Education, Lansing.
Pub Date Apr 71
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Tests, Educational Accountability, English, Grade 4, Grade 7, Instructional Materials, Mathematics, Reading Skills, Scores, *State Boards of Education, *State Programs, *Statistical Analysis, *Testing Programs, Test Reliability, Test Validity, Vocabulary Skills, Written Language
Identifiers—*Michigan Educational Assessment Program
The two major purposes of this study are: (1) To provide local school officials with information regarding the performance on basic skills achievement of each student who took the 1970-71 Michigan Educational Assessment Battery, and (2) To provide local officials with information that will assist them in understanding and interpreting their students' scores. The first of the four major sections describes the content of each sub-test (vocabulary, reading, mechanics of written English, and mathematics) in the educational assessment battery. The second describes cautions that must be exercised in the interpretation of individual pupil scores from the program. The third section explains how to interpret the materials that accompany this booklet, and the fourth defines statistical terms used in the educational assessment program and provides technical information regarding the educational assessment battery. (Author/AG)

ED 053 218 TM 000 767
Heubach, Philip Gilbert
A Survey of the Smoking Habits and Attitudes of High School Seniors.
Pub Date Aug 64
Note—152p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Diseases, Family Environment, Grade 12, Health, *Health Education, *High School Students, Public Health, School Activities, *Smoking, *Student Attitudes, *Student Opinion, Tobacco
An extensive review of literature on trends in the consumption of tobacco; concern regarding tobacco and health; the relationships between smoking and lung cancer, chronic bronchitis, emphysema, and coronary heart disease; effect of smoking on human tissues; chemistry of tobacco smoke; and the smoking habits of students precedes discussion of an investigation conducted to determine smoking habits and attitudes of high school seniors. The questionnaire developed for the study is described, and detailed findings on smoking habits; first smoking experience; relationships of smoking to parental smoking habits and attitudes, academic achievement, participation in athletics, participation in extracurricular activities, and instruction about smoking and health; reasons for smoking or not smoking; and student attitudes and opinions are presented. The implications of the study and recommendations for action are outlined. See TM 000 768 for the questionnaire employed in the study. (DG)

ED 053 219 TM 000 768
Heubach, Philip Gilbert
Heubach Smoking Habits and Attitudes Questionnaire.
Pub Date Aug 64
Note—11p.
Available from—See TM 000 767; not available separately
Document Not Available from EDRS.
Descriptors—*Health Education, *High School Students, Public Health, *Questionnaires, *Smoking, *Student Attitudes, Student Opinion, Tests, Tobacco
This Questionnaire, consisting of 74 yes/no, multiple choice, and completion items, is designed to assess smoking practices and attitudes toward smoking in high school students. Questions pertain to personal data, family smoking practices and attitudes, personal smoking habits, reasons for smoking or not smoking, and opinions on smoking. Detailed questionnaire findings for a sample of 605 San Diego, California high school seniors are reported in TM 000 767. (DG)

ED 053 220 TM 000 771
Smith, Berneda C.
Smith Alcohol Knowledge Test.
Pub Date 67
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Alcohol Education, *Alcoholism, Health, *Health Education, *High School Students, Public Health, *Tests
High school students' knowledge of alcohol and its use is measured by a test composed of 76 five option multiple choice items. Areas covered include definition of terms, physical effects, psychological effects, the disease concept of alcoholism, treatment and prevention, socioeconomic factors, and safety factors. Mean scores by age and sex for a sample of 300 students are reported, along with split-half reliabilities. The test may be used without consulting the author. (DG)

ED 053 221 TM 000 772
Wick, John W. Beggs, Donald L.
Evaluation for Decision-Making in the Schools.
Pub Date 71
Note—268p.
Available from—Houghton Mifflin Company, 53 West 43rd Street, New York, New York 10036 ($4.95)
Document Not Available from EDRS.
Descriptors—*Achievement Tests, Community Attitudes, *Decision Making, Educational Programs, Educational Research, Effective Teaching, *Evaluation, *Grouping Procedures, Inservice Programs, Measurement, Models, School Integration, School Surveys, Student Teacher Relationship, Teacher Attitudes, Teacher Evaluation, Teacher Morale, Teacher Recruitment, *Teachers, Test Bias, Test Results
Identifiers—Corridor Approach
This book was written for teachers, administrators, professional specialists in the schools, and students in training in an effort to acquaint them with educational research and measurement techniques produced by experts in these areas. No special mathematical background is assumed, and the book may serve as a supplementary text in such courses as measurement, psychological foundations of education, and educational administration, guidance, and personnel. The selection of topics was based upon important decision points for practitioners in the schools. Topics include: Evaluation and the Learning Climate; Outcome Evaluation; Continuous Assessment; Using Achievement Tests; Homogeneous Grouping; Evaluation and In-Service Programs; Staff Attitude and Morale; Recruiting and Retaining Teachers; Evaluating Teacher Effectiveness; Assessing Community Attitude; The School Bond Issue; and Educational Measurement and Desegregation. (PR)

ED 053 222 24 TM 000 824
De Charms, Richard
Motivation Measure for Elementary School (Origin-Pawn Measure). Final Report.
Washington Univ., St. Louis, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-9-F-074
Pub Date 1 Jan 71
Grant—OEG-6-9-009074-0078(010)
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Data Analysis, *Elementary School Students, Goal Orientation, Grade 6, Intelligence, Measurement Techniques, *Motivation, *Negro Youth, Predictive Ability (Testing), Response Style (Tests), Role Playing, *Student Behavior, Student Motivation, Testing, Test Reliability, Tests, Test Validity
Identifiers—*Origin Pawn Measure
The object of this research was to develop a measure of motivation of elementary school children to predict academic achievement independent of intelligence. Three basic steps were proposed to analyze data from approximately200 Black children. These steps were: 1) operational (content) analysis of two free response measures, resulting in a coder's manual, 2) tests of reliability of the measure, 3) tests of the validity of the measure. Procedures included establishment of coder reliability, test homogeneity and stability; determination of discriminant validity, predictive validity, and experimental validity of the new test. Results indicate that the measure meets criteria which make it useful for experimental purposes and has comparable reliability and validity to other free response measures of motivation. It is significantly related to verbal measures of academic achievement independent of intelligence. The amount of significant variance accounted for is small. Classroom motivation training units were strikingly reflected in the measure demonstrating its validity experimentally. (Author/CK)

ED 053 223 24 TM 000 838
Darlington, Richard B. Cieslak, Paul J.
Estimating the Validity of Educational Tests. Final Report.
Cornell Univ., Ithaca, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-B-118
Pub Date Jun 71
Grant—OEG-2-7-00-004(509)
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Criterion Referenced Tests, *Educational Testing, *Evaluation Techniques, Hypothesis Testing, Mental Tests, *Predictive Validity, *Test Construction, Testing Problems, *Test Validity
A new variant of the standard method for estimating the accuracy of educational tests is examined. It is found that the estimates produced by the new method are essentially unbiased and that the typical sizes of the errors of the estimates approach their theoretical lower limit as size increases, though they are still noticably above it for small and moderate sample sizes. (Author)

ED 053 224 24 TM 000 839
Shores, James Harlan
Development of Diagnostic Instruments for Research Study Skills in Grades 4, 5, and 6. Final Report
Illinois Univ., Urbana.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-E-107

Pub Date Aug 70
Grant—OEG-5-9-235107-0064
Note—146p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Diagnostic Tests, *Elementary School Students, Grade 4, Grade 5, Grade 6, Instructional Materials, Library Education, *Library Skills, Map Skills, *Reference Materials, Research Tools, Study Skills, *Test Construction, Tests

The purpose of the study was to develop and try out two forms of a short (40-50 item) diagnostic test in five skill areas (Library Use; Dictionary Use; Use of References; Reading Graphs and Tables; Reading Maps) for use in Grades 4, 5, and 6, and designated as research study skills. A related problem was the development of five short (31-44 item) diagnostic tests, one in each of the five skill areas, to be used to confirm diagnoses suggested by the first test. (Author/AG)

UD

ED 053 225 UD 007 827
Supplemental Appendix to the Survey on Equality of Educational Opportunity. Section 9.10/Correlation Tables.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—OE-38001-Suppl
Pub Date 66
Note—555p.
Available from—Superintendent of Documents, Govt. Printing Office, Washington, D.C. 20402 (FS 5.38:38001-Supplement, $3.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Administrator Qualifications, American Indians, Caucasian Students, *Correlation, *Educational Opportunities, Educational Quality, Mexican Americans, Negro Students, Puerto Ricans, School Environment, *Statistical Analysis, *Statistical Surveys, Student Characteristics, Teacher Characteristics
Identifiers—Coleman Report, Oriental Americans, *Survey On Equality Of Educational Opportunity

This volume contains the correlation matrices used in the regression analyses reported in Section Three of the Educational Opportunities Report. Correlation matrices are given in each of the five test grades--twelve, nine, six, three, and one--for ten racial and regional groups; in the Total Nation for Mexican Americans, Puerto Ricans, Indian Americans, Oriental Americans, Negroes, and whites, and also for Negroes in the North, Negroes in the South, whites in the North, and whites in the South. Preceding each of the separate grades is a list of the names of the variables appearing in the matrix, and the number which identifies each of the variables used. The variables used are indexes combining several items from questionnaires. These indexes from which the regression variables were selected are described in Section 9.9 of the Report. One hundred and three variables were constructed at each grade level (though with some variables missing at lower levels). In the computer printouts reproduced here, these are labeled as Dependent (10 test scores), Student (15 student questionnaire variables), Teacher (20 teacher-aggregate variables), Principal and Superintendent (31 principal and superintendent questionnaire variables), and School environment (21 student-aggregate variables). (Author/JM)

ED 053 226 UD 011 655
Brand, Horst
The New York Puerto Rican: Patterns of Work Experience. Poverty Area Profiles. Regional Reports: Bedford-Stuyvesant; Central Harlem; East Harlem; South Bronx. Number 19.
Bureau of Labor Statistics (DOL), Washington, D.C.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date May 71
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Depressed Areas (Geographic), *Economic Disadvantagement, Income, *Occupational Surveys, *Puerto Ricans, Socioeconomic Status, Statistical Data, Unemployment, *Urban Areas, *Work Experience

This is the third in a series of analytical reports on findings in 1968-69 of the Urban Employment Survey. The Survey was designed to develop information on employment, unemployment, and work-related problems of the working-age population residing in the major poverty areas of several large cities. The present report focuses on the labor market experience and economic status of Puerto Ricans in New York City's poverty areas. Particular concern attaches to the findings that the incomes of Puerto Ricans were lower than those of Negroes or whites; that they had the highest unemployment rate; and that many other indicators of their social and economic status were unfavorable. (Author/DM)

ED 053 227 UD 011 656
The Garfield Educational Complex: An Innovative Idea. Summary of Three Years of Experiments in Curriculum Relevancy in East Los Angeles.
Los Angeles Unified School District, Calif.
Pub Date 22 Apr 71
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bus Transportation, Community Involvement, Counseling Programs, *Cultural Awareness, *Cultural Pluralism, *Curriculum Research, Early Childhood Education, *Educational Innovation, *Mexican Americans, Reading Programs, Urban Areas

This is the descriptive and evaluative report of the Garfield Educational Complex, a cooperating group of schools serving a predominantly Mexican-American Area of East Los Angeles, California. The complex is federally funded and conducted a three-year experiment to develop a relevant bicultural and bilingual program. Program components included: (1) early childhood education; (2) individualized instruction; (3) transition to the world of work; (4) staff development; and, (5) school-community advisory groups. The general response and degree of dissemination indicated that the experiment was successful. (Author/DM)

ED 053 228 UD 011 669
Kershaw, Joseph A.
Government Against Poverty. Studies in Social Economics, Number 7.
Brookings Inst., Washington, D.C.
Pub Date [Apr 70]
Note—169p.
Available from—The Brookings Institution, 1775 Massachusetts Ave., N.W., Washington, D.C. 20036 ($6.95)
Document Not Available from EDRS.
Descriptors—Economic Disadvantagement, *Economic Research, Federal Programs, *Formative Evaluation, *Government Role, *Poverty Programs, *Poverty Research

In tracing the history and purposes of domestic antipoverty programs, this study seeks to explain why the problem of poverty in America is still unsolved. The analysis of past performance and proposals for the future are based on a combination of cost-benefit analysis of specific programs and general economic analysis of the problems of domestic poverty. The author concludes that despite some early successes, antipoverty programs have been stymied by inadequate federal support. (Author/DM)

ED 053 229 UD 011 676
Afield, Walter E. Gibson, Audrey B.
Children of Resurrection City. The Discovery of New Series, Number 1.
Association for Childhood Education International, Washington, D.C.
Pub Date 70
Note—50p.
Available from—Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D.C. 20016 ($1.50)
Document Not Available from EDRS.
Descriptors—Activism, *Child Welfare, City Problems, *Civil Disobedience, *Day Care Programs, Economic Disadvantagement, *Educational Disadvantagement, *Mental Illness, Program Descriptions, Social Change

This report draws a clear if disturbing picture of the children of Resurrection City, the nature of their family life, and their behavior under duress in the confusion of Resurrection City. The authors worked with the City's 157 children for four weeks. Also included is a discussion of some of the broader implications of this work by a white child psychiatrist and a black preschool teacher experienced in poverty programs. (Author/DM)

ED 053 230 UD 011 679
Black Colleges in the South; from Tragedy to Promise. An Historical and Statistical Review.
Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Colleges.
Pub Date 71
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Accreditation (Institutions), Activism, College Admission, *College Faculty, *Educational Finance, *Educational Objectives, *Negro Colleges, *Negro History

This paper reviews and comments on the work related to black colleges which has been accomplished by the Southern Association of Colleges and Schools and its Commission on Colleges. The report explores the changes taking place during the accrediting process, together with a three-era historical perspective. (Author/DM)

ED 053 231 UD 011 680
Tirotta, Richard, Ed.
No Crystal Stair: A Bibliography of Black Literature.
New York Public Library, N.Y.
Pub Date 71
Note—65p.
Available from—Office of Adult Services, New York Public Library, 8 East 40th Street, New York, N.Y. 10016 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—African American Studies, *Annotated Bibliographies, Art, Biographies, Childrens Books, Fiction, Folklore Books, *Negro Achievement, *Negro Culture, Negro History, *Negro Institutions, Negro Leadership, *Negro Literature, Reference Books, Religion

Contents of this bibliography, the tenth edition of "The Negro in the United States," listing significant books published since 1965, include: reference--general works, documentary histories, and collective biography; history; politics and government; the contemporary scene; literature and the arts--general works, art, music, dance, general literature, theatre, fiction, poetry, folklore, and humor; sociology and psychology; religion; economics; education; and, sports. The following information is provided for each book listed: author (or editor, compiler, etc), title, publisher, copyright date, and a brief annotation concerning contents and utility. (JM)

ED 053 232 UD 011 687
Elsbery, James W.
Legitimizing the Scientific Method for the Inner-City Community.
Center for Urban Education, New York, N.Y.
Pub Date 71
Note—15p.; Paper presented at the American Educational Research Association Convention, January 30- February 4, 1971, New York City
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication Problems, Communication Skills, Community Involvement, Government Role, *Inner City, Political Attitudes, Race Relations, *Research Methodology, *Research Problems, *Research Utilization, Urban Education

The scientific method has little credence in inner-city communities. Often the methodology has been contaminated with prejudicial biases, self-enrichment, appeasement, compromise, distortion, and failure to communicate the intent, findings, and interpretation of studies. The community's confidence in research can, with some difficulty, be restored. Some suggestions include clear, continuous communication with community residents. All questions should be consistently and frequently discussed in an informal atmosphere, such as a coffee hour. The findings should be gathered and utilized with sensitivity and empathy. (Author/DM)

ED 053 233 UD 011 688
Walker, Katheleen F.
Factors Associated With the Effectiveness of Nutrition Education Among Economically Disadvantaged Youth, St. Landry Parish, Louisiana, 1970.
Pub Date Aug 70
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age Differences, *Eating Habits, *Food, *Nutrition Instruction, Racial Differences, *Rural Youth, Sex Differences, *Southern States

This study sought to determine the factors associated with the effectiveness of the nutrition

education program among economically disadvantaged youth of St. Landry Parish, La. Sex, race, and age differences were found relative to food consumption. Farm youth and those with gardens tended to have a better diet. (Author/DM)

ED 053 234 UD 011 690
Shalala, Donna E.
Neighborhood Governance: Proposals and Issues.
American Jewish Committee, New York, N.Y.
Pub Date May 71
Note—56p.
Available from—National Project on Ethnic America, American Jewish Committee, Institute of Human Relations, 165 East 56th St., New York, N.Y. 10022 ($1.00)
Document Not Available from EDRS.
Descriptors—*Administrative Organization, *City Problems, *Community Control, *Governance, Governing Boards, Governmental Structure, Government Role, Neighborhood Improvement, Policy Formation, Political Attitudes, Political Issues, *Political Power, Urban Areas
This paper presents the idea of formal neighborhood government as a beginning to discussion and debate. Only by clearing away the confusion over what changes are being asked for by the proponents of decentralization can the neighborhood government movement be placed in historical perspective. The justification for neighborhood government, assignment of power and responsibility, and other relevant issues are presented, as well as are the roles of all levels of government. (Author/DM)

ED 053 235 24 UD 011 693
Lucas, Isidro
Puerto Rican Dropouts in Chicago: Numbers and Motivation.
Council on Urban Education, Chicago, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-O-E-108
Pub Date Mar 71
Grant—OEG-5-70-0037(509)
Note—101p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cultural Images, Dropout Characteristics, *Dropout Rate, *Dropout Research, Puerto Rican Culture, *Puerto Ricans, *Self Concept, Spanish Speaking, Student Attitudes, *Student Motivation, Student School Relationship
Identifiers—Chicago
This study found indications of high percentages of dropouts among Chicago Puerto Ricans; their educational problems seemed similar to those of other Spanish-speaking pupils in the urban situation. The dropout count carried out revealed a rate of 71.2 percent for Puerto Rican pupils who had received a substantial portion of their education in the North American continent. Eighth graders, freshmen, and seniors still in school who were examined for motivations too, demonstrated that they had problems of self concept caused by discrimination, difficulty in relating to their parents, and a progressive estrangement of pupil from school. Schools were found to have very little influence in increasing the stay-in rate: they did little to improve student self image or cultural identity. Further, students' reading habits, commitment to doing homework, and future aspirations decreased the longer they stayed in school. Knowledge of English was greater among dropouts than among seniors staying in school; these seniors knew more Spanish than dropouts. All groups lacked courses in Puerto Rican culture, and 80 percent of them desired such courses. Families played no role in the running of schools, nor were there many spanish teachers in the schools. Both these factors when present and operant were proven to substantially reduce the dropout rate. (Author/RJ)

ED 053 236 24 UD 011 694
Rosenthal, Robert Alan And Others
Pathways to Identity: Aspects of the Experience of Black Youth. Final Report.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0085
Pub Date Feb 71
Grant—OEG-0-8-4085-1810(010)
Note—558p.
EDRS Price MF-$0.65 HC-$19.74
Descriptors—Aspiration, Defacto Segregation, Dropout Identification, Family Background, Grade 7, Grade 9, Identification (Psychological), *Individual Differences, *Junior High School Students, *Longitudinal Studies, *Lower Class Males, *Negro Youth, Peer Relationship, School Attitudes, Self Concept, Student Attitudes, Work Attitudes
Identifiers—Boston, Massachusetts
The Pathways to Identity Project is a longitudinal study of individual differences among black teenage males from low income families who were included in two cohorts of, originally, seventh and ninth grades students in a de facto segregated junior high school in Boston's black community. The study is based on lengthy open-ended interviews, and focuses on the interaction of family background variables, aspects of self concept and racial identity, relations with peers, and attitudes, aspirations, and experiences relevant to school, work, and future life; the data and findings reported are limited to those involving the aspects mentioned, sampled at one point in time and related to only one of the many potential outcome variables--staying in or dropping out of school. The ninth graders had significantly higher IQ scores; they were also found to be higher than seventh graders in playing hooky, hooky being not associated with dropping out. Among the findings were: (1) an association of demographic characteristics of the mother with aspects of masculine identification and cognitive style, while father-related characteristics were tied up with social status; (2) self concept seemed to be significantly related to variables indicative of lack of ability or desire to change; and, (3) first job choices are more likely to be related to aspirations rather than to "real" expectations. (Authors/RJ)

ED 053 237 UD 011 695
Minority Group Employment in the Federal Government, May 31, 1970.
Civil Service Commission, Washington, D.C.
Report No—SM-70-70A
Pub Date 31 May 70
Note—74p.
Available from—Superintendent of Documents, Govt. Printing Office, Washington, D.C. 20402 ($0.70)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—American Indians, Bias, Civil Rights, Employment Opportunities, *Employment Practices, Employment Statistics, Employment Trends, Equal Opportunities (Jobs), Eskimos, *Federal Government, *Government Employees, *Minority Groups, Negro Employment, Spanish Speaking, *Statistical Surveys, Surveys
Identifiers—Aleuts, Oriental Americans
Minority employment surveys in the Federal Government are conducted as a part of the overall equal employment opportunity program under Executive Order 11478 issued by the President on August 8, 1969. Data in this report are based on a census of minority group employment in the Federal Government as of May 31, 1970. The census included Negroes, Spanish-surnamed persons, American Indians, Orientals, and in Alaska, Aleuts and Eskimos. Geographically, the survey covered all states (except Hawaii), foreign countries, and United States territories (except the Commonwealth of Puerto Rico). Foreign nationals overseas were excluded, as were all Federal civilian employees not in a full-time status as of May 31, 1970. Data in this report represent world-wide agency summaries, and there intended only as an indicator of overall changes in the status of employment among minority groups at the agency level. Although total Federal civilian employment decreased by nearly 8700 positions from November 1969 to May 1970, minority group employees in Federal jobs increased by nearly 1400. There are now 301,900 minority group employees, comprising 19.4 percent of the 2,593,000 full-time Federal employees, up from 19.2 percent in Nov. 1969. (Author/JM)

ED 053 238 UD 011 696
An Evaluation of Summer Enrichment Programs of the Public Schools of the District of Columbia, Summer 1969. Final Report.
District of Columbia Public Schools, Washington, D.C.
Pub Date Nov 69
Note—105p.; Prepared by the Division of Planning, Research and Evaluation
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Administrative Problems, Compensatory Education, *Disadvantaged Youth, Elementary Education, *Enrichment Programs, Financial Problems, Inner City, *Program Evaluation, Secondary Education, Student Personnel Programs, *Summer Programs, Summer Schools, Urban Education, Vocational Education
Identifiers—*District Of Columbia
The purpose of this study was to evaluate the 1969 summer programs for the District of Columbia Public Schools. These programs were funded from the regular appropriated District of Columbia budget. There were 23 different programs, involving approximately 12,980 students and using 675,000 dollars of appropriated District of Columbia Public School funds. All proposed programs were reviewed by a summer planning committee and assigned different levels of priority. Programs determined to be of first priority were approved for funding. These programs were directed by the following operating departments: Elementary Education, Junior-Senior High School, Vocational Education, Model School Division, Pupil Personnel Services, and Urban Service Corps. In order to carry out the evaluation, data were gathered within the framework of a non-statistical model. This information included: background and demographic data; purpose of program; objectives; description and procedures; results; major strengths; problems encountered; and, recommendations. Virtually all Project Directors reported serious limitations in recruitment of students and staff and problems in over-all program planning and design. The delay in the initial approval of the programs was a result of the time at which the funds became available. Every effort should be made to move the funding date to a point earlier in the school year. (Author/JM)

ED 053 239 UD 011 697
Dailey, John T. Neyman, Clinton A., Jr.
Evaluation of ESEA Title I Programs for the District of Columbia, Summer 1967. Final Report.
George Washington Univ., Washington, D.C.
Pub Date Mar 68
Note—100p.; Prepared by the George Washington University Education Research Project
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Preparation, *Compensatory Education Programs, Counseling Programs, Disadvantaged Youth, Elementary Education, Enrichment Programs, Federal Programs, *Program Evaluation, Recreational Programs, Secondary Education, *Summer Programs, Summer Schools, Teacher Education
Identifiers—District of Columbia, *Elementary Secondary Education Act Title I, ESEA Title I
These studies were undertaken to evaluate the 1967 summer school programs in the District of Columbia funded under Title I of the Elementary and Secondary Education Act of 1965. There were 18 different Title I programs, involving approximately 15,000 students. There were two main aspects of the evaluation: (1) the statistical aspects included a record of student participation in the various programs, and information about the programs obtained from certain sections of the following data-gathering instruments: Student Evaluation Forms, Administrator Questionnaires, Teacher Questionnaires, and Student Questionnaires; and, (2) the nonstatistical aspects included discussion of the summer programs with administrative personnel, site visits to the program activities, and information about the programs and their operation from administrators, teachers, and students, obtained from the questionnaires and other sources. The various Title I summer programs were assigned three levels of priority. Among "priority one" programs, making definite contributions toward better schooling of the students from low-income areas, were Instrumental Music, Model School Division Junior High School and Teacher Training Institute, Primary Summer School, Social Adjustment, and Summer Camping. "Priority two" programs had merit but were not as significant as "priority one" programs. "Priority three" programs were low-priority. (Author/JM)

ED 053 240 UD 011 698
Dailey, John T. Neyman, Clinton A., Jr.
Evaluation of ESEA Title I Programs for the District of Columbia, 1966 and 1967. Technical Report.
George Washington Univ., Washington, D.C.

Spons Agency—District of Columbia Government, Washington, D.C.
Pub Date Dec 67
Note—296p.; Prepared by the Education Research Project, George Washington University, Washington, D.C.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Achievement Gains, *Compensatory Education Programs, Disadvantaged Youth, Educationally Disadvantaged, Elementary Education, *Preschool Programs, *Program Evaluation, Secondary Education, *Statistical Analysis, Summer Programs, Teacher Aides
Identifiers—District of Columbia, *Elementary Secondary Education Act Title I, ESEA Title I

Contents of this evaluation of ESEA Title I programs for the District of Columbia, 1966 and 1967, include: development of a statistical model for the evaluation; programs and procedures; patterns of program participation; data-gathering instruments developed for analysis of Title 1 Programs; relationship of program participation to pupil performance; special studies--Part A--evaluation of teacher-aides; Part B--Evaluation of the Summer 1966 Pre-Kindergarten program; Part C--Evaluation of the Language Arts Program; and, effectiveness of 1966-67 ESEA Title 1 programs. Appendixes include: analysis of the teacher evaluations; additional comparisons of teacher evaluations between June 1966 and June 1967 for students in various Title 1 programs; additional language facility test results; distribution by grade groups of evaluations by pupil personnel teams, February 1967; combinations of programs used in statistical analysis in chapter six; and, data-gathering instruments used in the study. (JM)

ED 053 241 UD 011 713
East Chicago Junior Police: An Effective Project in the Non-Academic Area of the School's Total Educational Attack on the Disadvantagement of Youth.
East Chicago City School District, Ind.
Pub Date Dec 70
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—After School Programs, Behavior Problems, Child Development, *Delinquency Prevention, *Disadvantaged Youth, Health Activities, Music Activities, *Police School Relationship, Program Descriptions, Program Design, Program Effectiveness, Program Evaluation, School Community Programs, Volunteers, Youth Clubs, Youth Problems, *Youth Programs
Identifiers—*East Chicago Junior Police, Elementary Secondary Education Title I, Indiana

The Junior Police program utilized non-academic youth interests as its foundation. The project filled the need for a youth organization, a youth clearinghouse, and more aid to delinquent and predelinquent youth to redirect them into ways of thinking and acting beneficial both to themselves and to the community. The objectives of the program were to provide supplemental effort in attacking conditions which interfere with a child's educational growth--those conditions being underachievement, social, cultural, and nutritional disadvantagement, and health deficiencies. Program areas included were music, arts and crafts, sports, health, cosmotology, business, hobbies, field trips, and parties. Both professionals and volunteers comprised the staff including members of the East Chicago police and fire departments. Those working with the program submit that the Junior Police members have been involved in fewer incidents of delinquency than non-members. (Author/CB)

ED 053 242 UD 011 715
Neyman, Clinton A., Jr. Riordan, Anne M.
Evaluation of the ESEA Title III Program: "Educational Resources Center on the Negro Heritage." Final Report.
George Washington Univ., Washington, D.C. Social Research Group.
Spons Agency—District of Columbia Public Schools, Washington, D.C.
Pub Date Aug 70
Note—71p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African American Studies, African Culture, African History, Caucasian Students, Cultural Education, Curriculum Evaluation, Curriculum Guides, Curriculum Planning, Educational Methods, Effective Teaching, Ethnic Studies, Evaluation Methods, *Experimental Curriculum, Negro Students, *Program Evaluation, *Staff Improvement, Teaching Procedures
Identifiers—*African Museum of Art Frederick Douglass Institute, District of Columbia Public Schools, Elementary Secondary Education Title III

The purpose of this study was to evaluate the ESEA Title III project of the African Museum of Art/Frederick Douglass Institute as conducted in the District of Columbia Public Schools. The Institute sought to further its education program to meet the increasing demand for materials, activities, and resources dealing with the cultural and historical backgrounds of the Afro-American people in Africa and America. The goal was to replace myths and misconceptions of the past with accurate information. A one-week seminar approach was used, consisting of: (1) lectures by the Museum/Institute staff at four high schools; and, (2) an experimental curriculum in English and social studies at one high school by classroom teachers. The Title III component of the 1969-70 program concentrated on staff development. Through the use of interviews and questionnaires, the members of the evaluation team presented nineteen findings concerning methods, procedures, and effects on the teachers and students. Three major problems were reported: objectives were not fully met for lack of prior teacher training and time for curriculum presentation; an attempt was made to cover too much subject matter and material beyond the Institute's focus; and, there was lack of objectivity in lecturers' presentations. Recommendations were made in light of these problems. The evaluators suggest further expansion of the project. (Author/CB)

VT

ED 053 243 VT 008 199
Occupational Employment Patterns for 1960 and 1975.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No—Bull-1599
Pub Date Dec 68
Note—289p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (BLS Bulletin 1599, $2.25)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Employment Patterns, *Employment Projections, Employment Statistics, Employment Trends, Labor Economics, Laborers, *National Surveys, *Occupational Surveys, Occupations, Statistical Data, Statistical Surveys

Estimates of the occupational composition of employment by industries for 1960 and projections for 1970 are presented, with occupational profiles for 116 industries including all types of economic activities. Total employment percentages are included for about 160 occupational categories classified in broad occupational groups. Industry-occupational ratios projected to 1975 were used to determine future occupational employment requirements by applying them to projections of total employment in each industry for 1975. An average of 89 million persons are expected to be at work by 1975, an increase of one-third over the 67 million employed in 1960. The labor force of 1975 will be composed of a larger proportion of young persons. Employment requirements for all non-agricultural occupations are projected to increase 39 percent. White collar workers will continue a long-term high rate of growth to include almost half of all employed workers by 1975. The number of blue collar jobs is expected to increase, but proportionally will fall to about one-third of the total employment. The service workers group is expected to require more than 4 million additional workers, a 50 percent increase. Requirements for farmers and farm laborers are expected to decline by more than 37 percent by 1975. The document contains statistical data and extensive tables and charts. (FP)

ED 053 244 VT 010 656
Orientation, Counseling, and Assessment in Manpower Programs. MDTA Experimental and Demonstration Findings No 5.
Manpower Administration (DOL), Washington, D.C.
Pub Date 69
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication (Thought Transfer), Counseling, *Culturally Disadvantaged, Demonstration Projects, Dropout Prevention, *Inservice Education, *Manpower Development, *Orientation Materials, Participant Characteristics, *Personnel, Program Content, Resource Materials, Testing

This outline of orientation for people who design and conduct manpower programs for disadvantaged workers discusses objectives of the orientation, characteristics of enrollees, structure and content of the program, methods of communication, measurement of progress in orientation, counseling and supportive services, testing and assessment, and prevention of dropouts. The booklet draws on the findings and conclusions of operators of experimental and demonstration programs and of others in the manpower and social science fields. Resource materials and a program checklist are included. (BC)

ED 053 245 VT 010 660
Clark, David H.
Maine's Occupational Needs to 1975.
Maine Univ., Orono.
Pub Date Aug 69
Note—93p.
Available from—Manpower Research, 40 South Stevens, University of Maine, Orono, Maine 04473
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, *Employment, *Employment Projections, *Manpower Needs, *Occupational Surveys, *Occupations, Tables (Data)
Identifiers—*Maine

A survey of Maine industries provides information on occupational growth so that educators, guidance counselors, and directors of educational and training institutions can make assessments of future manpower needs. Projections are made for all segments of the economy which are covered by the Federal Insurance Contributions Act, or about 75 percent of total employment. Data for making the estimates were supplied by the National Planning Association. The study showed that no drastic change in occupational distribution was forecast for the period up to 1975. A comprehensive section on projected occupational needs provides: (1) a summary of projections for each occupational group, (2) the entry jobs for each industry occupational group, and (3) a summary of the training and education requirements for the entry jobs. Extensive charts and tables support and illustrate the narrative presentation. (BC)

ED 053 246 VT 010 763
California Manpower Needs to 1975.
California State Dept. of Human Resources Development, Sacramento.
Pub Date Oct 69
Note—117p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Charts, Clerical Workers, *Employment Opportunities, *Employment Projections, *Manpower Needs, *Occupational Information, Professional Personnel, Service Workers, Skilled Workers, *State Surveys, Tables (Data), Technical Occupations
Identifiers—*California

This guide for those concerned with training needs of vocational planning is designed to provide detailed occupational projections for the State of California. Manpower needs for more than 150 occupational categories were computed by making estimates by industry and occupation for 1960 and 1968 and projections for 1975. Over the 7-year period from 1968-1975, 1.4 million new jobs will be created and 1.3 million will be open because of individuals leaving the labor force in California. About 60 percent of the State's total manpower needs will be for white collar workers. There will be openings for 535,000 professional and technical workers, 580,000 clerical workers, 325,000 craftsmen, and 390,000 service workers. White collar and service jobs will increase at a faster rate than blue collar jobs, and by 1975, it is anticipated that professional and technical, clerical, and service jobs will account for one-half of the State's employment. The guide contains 79 occupational briefs of the numerically largest categories (representing 95 percent of the State's manpower needs), each listing a job outlook, representative job titles from the "Dictionary of Occupational Titles," op-

portunities for special worker groups, and titles of any related "California Occupational Guides." (BC)

ED 053 247 VT 010 780

Stapleton, Richard C.

An Analysis of Rural Manpower Migration Patterns in the South Plains Region of Texas.

Texas Technological Coll., Lubbock.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Aug 69

Note—196p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-188048, MF $.95; see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Economic Opportunities, Farmers, High School Graduates, *Migration Patterns, Questionnaires, *Rural Areas, *Rural Youth, *Surveys

Identifiers—Southern Plains of Texas

Because of declining prices for sorghum and cotton, increased operating costs, and reduction in the underground water level, opportunities for male high school graduates in the Southern Plains region have declined in recent years. The study collected data on migration patterns of males who graduated during the 1953-63 period by surveying high schools in Anton, Crosleyton, Ralls, and Wilson, Texas. Data were obtained by questionnaire from 236 of the approximately 450 graduates, about a 50 percent sample. A total of 72.9 percent located away from their local communities from 1953-1968 at an average migration distance of 340 miles. Data showed that 36 percent of the farm-reared youth became farmers, more than twice the national rate. The main reason was the high annual income in the region ($10,296). The survey showed that the cities in the South Plains region were capable of supporting large numbers of rural migrants; however, opportunities for college graduates were not very great. A survey of published literature and a historical analysis of rural manpower migration are included. (BC)

ED 053 248 VT 010 781

Rungeling, Brian Scott

Impact of the Mexican Alien Commuter on the Apparel Industry of El Paso, Texas--A Case Study. Final Report.

Kentucky Univ., Lexington. Graduate School.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date 30 Jun 69

Note—100p.; Ph.D. Dissertation, University of Kentucky

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-184847, MF $.95, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—Bibliographies, Employees, Employers, *Evaluation, *Foreign Workers, *Industry, *Labor Problems, Labor Supply, Legal Problems, *Mexican Americans, Questionnaires, Tables (Data), Unskilled Labor

Identifiers—Apparel Industry, *El Paso, Texas

This study analyzed what effect commuters had on wage levels, employment, and industrial locations, and the relative importance of the commuter as part of the work force. A questionnaire was administered to 190 workers and to their 20 employers in the apparel industry of El Paso, Texas. The questionnaires revealed that the commuters were paid the same wages as other workers in the industry, but advancement opportunities were limited by skill specialization and language difficulties. Wages in the apparel industry were low compared with the same industries in other states and regions and to other cities in Texas. Because of lower living costs in Mexico, the commuter had a higher real wage than did U.S. workers. The solutions to the problem were to increase the demand, reduce the supply of labor, or to improve the skill and labor market. If changes are not made, there will continue to be an overabundant labor supply on both sides of the border, and wages in the apparel industry will equal the Federal minimum wage. (BC)

ED 053 249 VT 010 782

Chase, John S. Miller, James L., Jr.

The Contribution of Education to Economic Growth in the State of Michigan. Final Report.

Michigan Univ., Ann Arbor. School of Education.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Jun 69

Note—313p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-188010, MF $.95, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—*Economic Development, Economic Factors, *Education, Graduate Surveys, *Migration Patterns, Questionnaires, *Statistical Analysis, Tables (Data)

To determine the nature and extent of education's contribution to State and national economic growth and the migration patterns of Michigan college and university graduates, 4,700 questionnaires were mailed to the 1951-61 graduates of public universities in Michigan. The questionnaire was designed to provide background demographic data, preferences for residing in Michigan, perceptions of Michigan as a place in which to work and live, and actual migration patterns subsequent to earning the degree specified in their questionnaires. Analysis of responses from 46 percent of the population showed that education contributed 5 percent to the economic growth of the State, whereas the comparable figure for the nation as a whole was 23 percent. A large part of the difference was due to the adjustments applied to the basic data at a national level, which was not undertaken at the State level because comparable data were not available. A more accurate analysis should be made when additional data are available, but this analysis shows the effect of the methodology on the results. (BC)

ED 053 250 VT 010 791

Mueller, Eva And Others

Technological Advance in an Expanding Economy: Its Impact on a Cross-Section of the Labor Force.

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date 69

Note—266p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-188676, MF $.65, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—Adjustment Problems, *Cross Sectional Studies, Economic Factors, Educational Needs, *Man Machine Systems, *Statistical Analysis, Tables (Data), *Technological Advancement

Identifiers—*Machine Technology

In 1967 the Survey Research Center at the University of Michigan conducted a nationwide survey to determine the impact of changes in machine technology on a cross-section of the labor force. Although many studies have been made about automation, this study was larger in scope than most research and made use of cross-sectional analysis to show the frequency of changes in machine technology and in what occupational and educational groups they occurred. Over a 5-year period about 10 percent of the labor force underwent one or more changes in machine technology which altered their work significantly, and technological advance changed about 2 or 3 percent of all jobs a year, about 1.5 to 2 million jobs. Individual chapters in this report contain detailed information on: (1) Machinery Use by the Work Force, (2) Change in Machine Technology, (3) Change-over Process to New Equipment, (4) Economic Consequences of Machine Technology, (5) Impact of Changes on Perceived Job Characteristics and Job Satisfaction, (6) Analyses of Cases who made a Poor Adjustment to Technological Change, and (7) Role of Education in Relation to Technological Change. (BC)

ED 053 251 VT 010 793

Landy, Frank J.

A Typological Approach to the Relationship Between the Motivation to Work and Job Satisfaction.

Bowling Green State Univ., Ohio.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Aug 69

Note—85p.; Ph.D. Dissertation, Bowling Green State University

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-185984, MF $.65, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—*Behavior Patterns, Engineers, *Job Satisfaction, *Motivation, *Prediction, Questionnaires, *Work Attitudes

Does knowledge of motivational type increase the efficiency of predicting job satisfaction patterns? Do changes in motivational type occur as a function of job experience? Answers to the above questions were sought in a study of 175 professional engineers employed in six organizations. Data were collected by the author with a satisfaction inventory and interviews concerning work history. Co-workers, selected by the subjects, rated the subjects on seven work motivation scales and six performance scales. Cluster analysis, an efficient multivariate technique, was used to identify relationships among satisfaction measures, motivational measures, and subgroups of individuals. It was concluded that the findings were not responsive to the major questions in this study. However, the technique of subgrouping as a basis for showing relationships between attitudes and behavior does show promise. (CH)

ED 053 252 VT 010 794

Featherman, David Lee

The Socioeconomic Achievement of White Married Males in the United States 1957-67.

Michigan Univ., Ann Arbor.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date 69

Note—171p.; Ph.D. Dissertation, University of Michigan

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-185985, MF $.65; see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Bibliographies, Ethnic Groups, *Longitudinal Studies, *Occupational Mobility, Religious Differences, *Social Mobility, *Statistical Analysis, Tables (Data)

Identifiers—Princeton Fertility Study

A 10-year longitudinal survey was conducted to study the influence on socioeconomic career achievements of such factors as father's occupation, number of siblings, farm or rural residence, and religious and ethnic differences. Information on 715 white married males who were residents of seven of the largest metropolitan areas and who participated in the 1957 Princeton Fertility Study was used for the study. A model of causal relationships was adduced by using a path analytic framework. The findings confirmed that a man's social origins influenced his occupational career in an indirect manner through the years of schooling which a family's social and economic resources could provide. Jews of all ethnic backgrounds, and Italian- and Mexican-American Catholics, respectively, had the highest and lowest socioeconomic achievements. Education was found to be the key variable which intervened between social and religio-ethnic backgrounds and the occupational and economic achievement of the men in the study. (BC)

ED 053 253 VT 010 795

Report of Conference of New Manpower Researchers (September 26-27, 1968).

National Manpower Policy Task Force, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Nov 68

Note—57p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-187701, MF $.65, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—*Conference Reports, *Doctoral Theses, *Grants, *Researchers, *Research Projects

Identifiers—*Manpower Research

The second annual Conference of New Manpower Researchers was held to: (1) provide an opportunity for new researchers to meet and establish contact with other professionals in the field and to exchange ideas and information, (2) aid new researchers by allowing them to present their work to their peers and senior manpower people, and (3) permit the governmental manpower people to assess the capabilities of the new

researchers and to learn the results of their work. Thirty-nine persons who received doctoral dissertation grants from the Manpower Administration were invited to attend. During the four sessions, the researchers were asked to present a short speech on the work they were doing. The topics were: (1) evaluating manpower programs, (2) scientific and engineering manpower, (3) migration, (4) poverty and employment, (5) labor and market analysis, and (6) international studies. A list of the conference participants and a summary of each of their presentations are included in the report. (BC)

ED 053 254 VT 010 799

Marquis, Kent H. Cannell, Charles F.

A Study of Interviewer-Respondent Interaction in the Urban Employment Survey. Final Report.

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Aug 69

Note—160p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-188456, MF $.65, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—*Age, Behavior, Caucasians, *Interaction Process Analysis, Negroes, *Question Answer Interviews, *Race, Statistical Analysis, *Surveys, Tables (Data)

Identifiers—*Urban Employment Survey

The purpose of this study was to provide basic knowledge about the kinds and amounts of behavior in a personal survey interview and to investigate the effects of certain respondent demographic characteristics on the verbal behavior of the interviewer and respondent during the interview. Four sample groups of employed males (Negroes and Caucasians in the 18-24-year-old and 35-64-year-old age groups) were interviewed by female Caucasian middle class interviewers. The interview format was a revised version of the Urban Employment Survey. The interviews were tape recorded, and about 500 verbal acts were coded for each of the 181 interviews. Verbal behavior was affected more by age than race although there were some definite differences in the latter. Older respondents exhibited a higher behavior activity level than younger respondents, and interviews with Negroes resulted in more probing questions than interviews with Caucasians. It was concluded that this interview technique needs some refinement but is a good method for studying the interaction between two people in the interview situation. (BC)

ED 053 255 VT 010 810

Gordon, Margaret S. Thal-Larsen, Margaret

Employer Policies in a Changing Labor Market. Report of the San Francisco Bay Area Employer Policy Survey, 1967.

California Univ., Berkeley. Inst. of Industrial Relations.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Jul 69

Note—664p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-188051, MF $.65, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—*Administrative Policy, *Employers, Employment, Employment Projections, Industrial Relations, *Labor Market, Labor Turnover, *Personnel Policy, Promotion (Occupational), Records (Forms), Recruitment, Selection, Surveys, Tables (Data), Technological Advancement, Training, Wages

Identifiers—*San Francisco Bay Area

The Bay Area Employer Policy Survey was designed to gather comprehensive data on employer policies and practices and to undertake an extensive analysis of variations in practices by industry size and other characteristics. The San Jose Metropolitan Area and the five-county San Francisco-Oakland Area were included in the study. A sample of 300 employers, representing about 20 percent of all nonfarm wage and salary workers in the area, was drawn from a universe of all industrial establishments employing 100 or more persons. Individual chapters examine the following policy areas: (1) employment, (2) location of industry, (3) technological change, (4) industrial relations structure and personnel departments, (5) recruitment, (6) selection practices, (7) promotion, (8) labor turnover, (9) wage policy and wage differentials, (10) training, and (11) employment projections. Numerous tables and the Bay Area Employer Policy Survey are appended. (BC)

ED 053 256 VT 010 811

Moncarz, Raul

A Study of the Effects of Environmental Change on Human Capital Among Selected Skilled Cubans.

Florida State Univ., Tallahassee. Coll. of Arts and Sciences.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Aug 69

Note—172p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-186396, MF $.65, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—Bibliographies, Certification, *Manpower Utilization, *Professional Personnel, *Skilled Workers, *Spanish Americans, Statistical Analysis, Tables (Data), *Transfer of Training

Identifiers—*Cubans

This study analyzes the extent of utilization or underutilization of the education and training brought by different groups of skilled Cubans and ascertains to what extent their competencies were transferable under conditions existing in the United States since January 1, 1959. Through the survey, the statistical analysis, and interviews with Cubans throughout the United States, it was found that occupational adaptation to the new environment is a function of legal status, self-employment, availability and length of retraining programs, attendance at schools or universities, state and local requirements to practice a given profession, license or higher degree in the United States, extent of ability to continue in former profession, and the common productivity variables of age and sex. (Author)

ED 053 257 VT 010 812

Mason, John Dancer

The Aftermath of the Bracero: A Study of the Economic Impact on the Agricultural Hired Labor Market of Michigan from the Termination of Public Law 78.

Michigan State Univ., East Lansing.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date 69

Note—273p.; Ph.D. dissertation, Michigan State University

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-184906, MF $.65, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Braceros, *Economic Research, *Farm Labor Supply, Labor Economics, Migrant Employment, *Migrant Workers, Statistical Analysis, Tables (Data)

Identifiers—*Michigan, Public Law 78

To test the "stoop labor" hypotheses that the supply response of domestic migrants to increased wages would be inelastic, this study examined wage adjustment in Michigan agriculture after 1964, supply response to wage changes in the pickle industry, and acreage decline and capital substitution following the termination of the bracero program. Between 1964-65, a statistically significant increase occurred in the wages of all hired agricultural workers in Michigan. The supply response of domestic migrants to higher wages in the pickle industry was not inelastic, and domestic migrants accepted jobs as stoop laborers. The exact supply curve was difficult to plot because of the seasonal nature of the work. Total acreage declined slightly in 1965 and 1966, but in 1967 the harvest acreage returned to the 1964 level. This was partially due to increased use of mechanical pickle harvesters. (BC)

ED 053 258 VT 010 813

Tobias, Jack And Others

A Survey of the Employment Status of Mentally Retarded Adults in New York City.

Association for the Help of Retarded Children, New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Apr 69

Note—138p.

Available from—National Technical Information Service, Springfield, Va: 22151 (PB-185574, MF $.65, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—*Educable Mentally Handicapped, *Employment Experience, Field Interviews, Individual Characteristics, *Mental Retardation, *Psychological Tests, *Surveys, Tables (Data), Young Adults

Identifiers—*New York City

The records of 1,800 educable mentally retarded students who terminated schooling in the New York City public schools from 1960-1963 were examined to study their employment history and present job status. From the total population a representative sample of 383 was selected for such variables as sex, ethnic group membership, IQ level, and socioeconomic status; these subjects were interviewed at home by trained social service workers. More than half of the subjects were employed, but 62 percent of the men held a job compared to 31 percent of the women. Most of the employed had full-time jobs, and their pay was generally equal to the minimum wage. One hundred and fifty-one were given individual psychological evaluations, and the results indicated that 40 percent of the subjects no longer fell below the cut-off point of an IQ of 75. Despite the fact that free resources for training, counseling and placement through the Division of Vocational Rehabilitation (DVR) were available, less than 40 percent of the interviewed sample and less than 20 percent of the total population were known to the DVR. Caucasians applied to the DVR with twice the frequency of Negroes and three times the frequency of Puerto Ricans. (BC)

ED 053 259 VT 010 814

Prasow, Paul Massarik, Fred

A Longitudinal Study of Automated and Nonautomated Job Patterns in the Southern California Aerospace Industry.

California Univ., Los Angeles. Inst. of Industrial Relations.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Apr 69

Note—168p.; Vol I and II

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-184856, MF $.65, see catalog for hard copy price)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Automation, Electronic Data Processing, Field Interviews, *Job Satisfaction, Longitudinal Studies, Numerical Control, *Skill Obsolescence, *Vocational Adjustment, *Work Attitudes

Identifiers—*Nonautomated Job Patterns

There is a great imbalance between the effort devoted to technological change and the attention given to the social and economic consequences of this change. Although automation has strong implications for society, the real problem is not the changes themselves; instead, it is our failure to understand and adjust for these changes. Using data gathered from personal interviews with a random sample of employees of six major aerospace firms, this study compares automated and nonautomated factory and office jobs in order to determine the effects of automation. By measuring the worker's ability and willingness to adapt to a changing environment, while considering his background and attitudes, the study provides findings of value in establishing public training and retraining programs, as well as in revising vocational education programs to meet changing needs. The review of the literature since 1956 demonstrates the need for further research concerning the impact of automation. This review, along with an annotated bibliography, comprises Volume II, which is bound with Volume I under one cover. (BH)

ED 053 260 VT 010 815

Crossman, Edward R. F. W. Laner, Stephen

The Impact of Technological Change on Manpower and Skill Demand: Case-Study Data and Policy Implications.

California Univ., Berkeley. Dept. of Industrial Engineering and Operations Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.
Pub Date Feb 69
Note—382p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Bibliographies, Case Studies, Charts, Critical Incidents Method, Economic Research, *Labor Economics, *Manpower Needs, Measurement Techniques, *Profile Evaluation, Semiskilled Workers, *Skill Analysis, Skilled Workers, Tables (Data), *Technological Advancement, Unskilled Workers
Identifiers—*Skill Profile
To prove or disprove the hypothesis that automation and technological change impose increased skill demands on manufacturing and service industries, case studies were made of a bank and a steel and air products company, and of two oil companies, airlines, and electric power companies. The basic conceptual tool used to measure skill demands was the skill profile, a study of the distribution of total manhours required to produce a unit product (or service) along a scale of the least to the most highly skilled labor. The study found that there was little or no net overall tendency for the mean skill level of the workforce to increase with technological change. Small changes in mean skill were largely offset by larger overall productivity increases, and thus, decreases in absolute demand measured in manhours per unit of production for specific skill brackets were more prevalent than increases. Declines in absolute labor demand were greatest for semiskilled workers and the next greatest declines were for laborers. Skilled workers were the least affected. A bibliography, charts, and tables used to develop the skill profiles are appended. (BC)

ED 053 261 VT 010 816
Goodman, Leonard H. Myint, Thelma D.
The Economic Needs of Neighborhood Youth Corps Enrollees. Final Report.
Bureau of Social Science Research, Inc., Washington, D.C.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.
Pub Date Aug 69
Note—273p.
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-186526, MF $.95, see catalog for hard copy price)
Document Not Available from EDRS.
Descriptors—Bibliographies, *Disadvantaged Youth, *Employment, Expenditures, *Federal Programs, *Income, Interviews, Records (Forms), *Surveys, Tables (Data)
Identifiers—*Neighborhood Youth Corps, NYC
A multistage stratified sample survey of 2,019 Neighborhood Youth Corps (NYC) enrollees in urban and rural locations was conducted to study the economic needs of the enrollees and the extent to which NYC has satisfied these needs, and to assess the adequacy of current policies of the NYC in relationship to goals established. One out of every four households contained no wage earner other than the respondent, and in another 15 percent, there were only sporadic and parttime workers. For 88 percent of those surveyed, the NYC was the only source of income. The enrollees in the program spent their income wisely. The largest single expenditure was for household maintenance, which included payment for housing, utilities, and food; The next largest was clothing. Relatively small amounts were spent on luxuries or recreation. Generally, the enrollees were pleased with NYC opportunities, and their major complaint was that they were not permitted to work longer hours. A selected bibliography, interview schedule, and the sampling design are appended. (BC)

ED 053 262 VT 010 821
Durkin, Roderick
Program Experimentation Project on Special Summer Camp and Follow-Up on Youth Activities to Break the Poverty Cycle. Final Report.
Sage Hill Camp, Inc., Boston, Mass.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date 69
Note—97p.
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Bibliographies, *Disadvantaged Youth, Followup Studies, *High School Students, Males, *Resident Camp Programs, *Social Psychology, *Summer Programs, Welfare Recipients
Identifiers—*Sage Hill Camp Program
Residential summer work programs in a camp setting for disadvantaged high school youth from welfare families were conducted in the summers of 1967 (in Montezuma, Colorado) and 1968 (in Montezuma, Colorado and Jamaica, Vermont). Followup activities during the school year following the youths' summer camp work program were part of overall project operations. The reader with some background in social psychology theory will benefit from this attempt to relate behavioral knowledge in psychological terms to the kinds of human experiences needed by disadvantaged youths as a means of "breaking the poverty cycle." [Not available in hard copy due to marginal legibility of original document.] (Author)

ED 053 263 VT 010 822
Goldberg, Norman Kanuk, Leslie
Upgrading Low-Wage Workers in the Plant Environment through High Intensity Training. Volume II of the 4-Volume Report; Upgrading the Low-Wage Worker: An Ergonomic Approach.
Skill Advancement, Inc., New York, N.Y.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Special Manpower Programs.
Pub Date Aug 67
Note—177p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Vocational Education, *Culturally Disadvantaged, Disadvantaged Groups, Job Skills, Manpower Development, Minority Groups, *On the Job Training, *Promotion (Occupational), *Vocational Development
Identifiers—*High Intensity Training, HIT
Skill Advancement, Incorporated contracted to develop and demonstrate innovative methods for training and upgrading low-skill, low-wage workers. This second volume of a four-volume report gives details of one year of developing and testing innovative training techniques, unfreezing management and union attitudes, and opening up new opportunities and creating new hope for disadvantaged workers in the New York City area. It reports a program that achieved its training objectives through the full involvement of employers in the upgrading of underutilized manpower--75 percent of whom were minority group members. (Author/BH)

ED 053 264 VT 010 825
JOBS NOW Project--Second Year. Final Report for Phase One.
Jobs Now Project, Chicago, Ill.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Special Manpower Programs.
Pub Date 69
Note—121p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Charts, *Demonstration Projects, *Disadvantaged Youth, *Employers, Job Development, *Job Placement, Recruitment, Tables (Data), *Youth Employment
Identifiers—Job Coaches
This multifaceted, large-scale E and D project in Chicago is based on the much-emulated "hire now, train later" concept which has become a force in the Concentrated Employment Program. During the second year of operation, JOBS NOW was redesigned to become a four-component program, stressing brief (2 week) orientation for disadvantaged youth and heavy involvement and cooperation of private industry. An outline elaborates the methodology of contacting, involving, and developing capability on the part of business and industry so that movement from disadvantaged status to meaningful employment can be facilitated. Two sections of the report are handbooks on coaching and counseling. Statistical tables provide analysis and evaluation of enrollment, placement, test scores, enrollee profile, and industry involvement. Tables are shown correlating post-placement high support and job retention. Rather than a detailed diary of JOBS NOW, this report is a delineation of what the project personnel believe has been done to accomplish important goals and what they think others can do. The first year report is available in "Manpower Research," 1969, as MP 000 818. (Author/CD)

ED 053 265 VT 010 851
Mayo, Clyde C.
Construction and Administration of Ten Air Force Job Inventories.
Oklahoma Univ., Oklahoma City. Medical Center.
Spons Agency—Air Force Personnel Research Div., Lackland AFB, Tex.
Report No—AFHRL-TR-69-27
Pub Date Oct 69
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, Career Ladders, *Evaluation Criteria, *Job Analysis, *Military Personnel, *Occupational Surveys, *Questionnaires, Records (Forms)
Identifiers—*Job Inventories
Ten job inventories were constructed for survey of 11 Air Force career ladders. Background variables designed to assess task-related information were included in each inventory. A replication of a previous study of contributions of technical advisers to inventory construction supported the earlier finding that airmen at supervisory skill levels provide the best job information. Broad statements of work designed to discriminate between job types on a more global level than task statements were included in eight job inventories. Trial answer sheets designed to be scored by optical scanning devices were administered on two surveys. Inventory constructors predicted job types for all career ladders surveyed. Write-in information from administrative surveys was reviewed, and significant contributions were added to job inventory content. Inventory responses were keypunched and verified in preparation for electronic data processing. (Author)

ED 053 266 VT 010 853
Waldman, Elizabeth
Employment Status of School Age Youth.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No—Special Labor Force-111
Pub Date Aug 69
Note—29p.; Reprint No. 2634
Available from—Bureau of Labor Statistics, U.S. Department of Labor, 14th Street and Constitution Ave., N.W., Washington, D.C. 20210 (single copies available)
Journal Cit—Monthly Labor Review; v92 n8 pp23-32 Aug 1969
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Charts, *Employment Statistics, *Labor Force, *Student Employment, Tables (Data), Unemployment, Wages, Working Hours, *Youth Employment
In October 1968, one of every five workers in the United States was 16 to 24 years old. There were about 10.6 million nonstudents and 5 million students under 25 years old in the labor force. The average earnings of all students from 16 to 24 was $600. Most teenage students worked at part-time jobs; 80 percent worked less than 35 hours a week, and 40 percent less than 15 hours. The typical nonstudent worked a full 40-hour week. Three quarters of the males were employed in blue collar jobs, and over half the nonstudent women were in clerical and sales jobs. Striking occupational progress was made by out-of-school nonwhite girls 16 to 21 years old during the years 1964-1968, when the proportion of nonwhite girls in white collar work doubled. The number of school age workers made up a greater proportion of the unemployed than in 1960. In October 1968, half of the 2.5 million unemployed were under 25 years of age compared with 40 percent of the 2.8 million unemployed in 1960. Thus, in spite of numerous employment programs for youth, unemployment rates only declined from 9.5 percent in 1960 to 8 percent in 1968. (BC)

ED 053 267 VT 010 855
Summary of State Labor Laws for Women.
Women's Bureau (DOL), Washington, D.C.
Pub Date Mar 69
Note—22p.
Available from—Women's Bureau, Wage and Labor Standards Administration, U.S. Department of Labor, Washington, D.C. 20212 (no charge)
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Employment, Employment Practices, *Labor Legislation, Minimum Wage Laws, Pregnancy, State Legislation, *Surveys, Tables (Data), Wages, Working Hours, *Working Women

Today all 50 states and Puerto Rico have laws relating to the employment of women; however, the standards established vary widely. This report examines employment legislation in regard to: (1) minimum wage, (2) overtime compensation, (3) hours of work, (4) equal pay, (5) fair employment practices, (6) industrial homework, (7) employment before and after childbirth, (8) occupational limitations, and (9) other standards. A history of the legislative provisions and a list of the states with the type of coverage are included. (BC)

ED 053 268 VT 010 856

Trends in Educational Attainment of Women.

Women's Bureau (DOL), Washington, D.C.

Pub Date Oct 69

Note—22p.

Available from—Women's Bureau, Wage and Labor Standards Administration, U.S. Department of Labor, Washington, D.C. (no charge)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Charts, *Educational Trends, *Females, Tables (Data), Working Women

Identifiers—*Labor Force Participation

Educational attainment of women has risen steadily since the turn of the century. In 1900 about 57,000 girls graduated from high school, and by 1968 the number had increased to 1.4 million. A similar rise occurred in the number of bachelor's degrees received by women. In 1900 about 5,000 graduated from college, and in 1968 the number rose to 279,000. A total of 300 women received master's degrees in 1900; in 1968 the total was 63,000. A similar increase occurred in the number of doctor's degrees granted to women. In 1900 only 23 received doctor's degrees while in 1968, 2,906 obtained doctorates. There is a direct relationship between educational attainment of women and their labor force participation; the more education a woman has received, the greater the likelihood she will be engaged in paid employment. In 1968, 54 percent of the women with 4 years of college, 48 percent of the high school graduates, and 24 percent of the women with less than 8 years of schooling were working. (BC)

ED 053 269 VT 010 862

Three Validation Studies of Clerical Skills Tests.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—USTES-TRR-27

Pub Date Oct 69

Note—52p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Job Skills, *Performance Tests, *Personnel Evaluation, *Predictive Validity, Spelling, Stenography, *Test Validity, Typewriting

To verify assumptions concerning content validity and to qualify relationships between tests and criteria, three validation studies of the United States Employment Service Dictation, Spelling, and Typing Tests were carried out in cooperation with 18 State Employment Services. Study I, validation of the Spelling and Dictation Tests, revealed a moderately low positive relationship between workers' Dictation Test scores and supervisors' ratings and also some relationship between Spelling Test scores and supervisors' ratings of ability to take and transcribe dictation. Study II, a follow-up on the Typing and Spelling Proficiency Tests, revealed a moderate but highly significant correlation between typing scores and spelling test scores as well as correlations between typing scores and supervisory ratings. Study III, relationship of Typing Test performance with supervisors' evaluation of on-the-job performance, revealed little or no predictive validity between typing scores and supervisors' evaluations and that a satisfactory-unsatisfactory criterion was not suitable for this type of research. Summary, purpose, procedures, and recommendations are included for each study. Selected study forms are appended. (SB)

ED 053 270 VT 010 868

Killough, John H. Zeleznik, Carter

Develop and Evaluate a Professional Exchange Program between a Community Hospital and Jefferson Medical College. Final Report.

Jefferson Medical Coll. of Philadelphia, Pa.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Bureau of Health Manpower.

Pub Date 68

Note—319p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Communication Problems, Community Health Services, *Exchange Programs, *Feasibility Studies, *Hospitals, Interinstitutional Cooperation, *Medical Schools, *Physicians, Professional Continuing Education

Identifiers—Jefferson Medical College

This pilot project was designed to demonstrate the feasibility of exchanging professional personnel of a medical school and a community hospital as a method of stimulating the internal communications practices of physicians at the community hospital. The impact upon the attitudes and educational policies and activities of community hospital physicians was the chief focus of the program, but the effects upon the quality of medical care at the community hospital and the attitudes of the staff at Jefferson Medical College were also examined. A rotating schedule was set up and specialists from both institutions visited the other facility for a period of one week. The staff at the Community Hospital was found to be divided into two groups, teaching and nonteaching, and there was little interdepartmental cross-fertilization of ideas. The program resulted in a request by the Community Hospital for affiliation with the Medical College and in a greater awareness by the Medical College staff of the problems of physicians at community hospitals. (BC)

ED 053 271 VT 010 890

Vroman, Wayne G.

Macroeconomic Effects of Social Insurance on Aggregate Demand.

Social Security Administration (DHEW), Washington, D.C. Office of Research and Statistics.

Report No—Staff-Pap-2

Pub Date Jul 69

Note—102p.

Available from—Office of Research and Statistics, Social Security Administration, Baltimore, Maryland 21235

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Charts, *Economic Research, *Insurance Programs, *Older Adults, Tables (Data), *Unemployment Insurance

Identifiers—Aggregate Demand, Macroeconomics, *Social Security

The great changes in social security laws which have taken place in the United States since World War II and the likelihood that others will take place in the future make it important to understand what effects these changes have on the rest of the economy. This study, adapted from the author's 1967 dissertation at the University of Michigan, focuses on the macroeconomic aspects of both Old Age, Survivors, Disability, and Health Insurance and State Unemployment Insurance. Its purpose is to assess how changes in contribution rates, the taxable maximum per employee, and the level of benefits affect the level and stability of aggregate demand. It was found that changes in contribution rates exert a sizeable effect on real GNP and prices, and that social insurance lends considerable stability to demand in the economy. (BC)

ED 053 272 VT 010 891

Dental Hygienists Licenses in Nevada, Connecticut, Hawaii, Montana, New York, South Carolina and Utah. Handbook of Statistics.

American Association of Dental Examiners, Chicago, Ill.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date 69

Note—300p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Dental Hygienists, *Employment Statistics, *Health Occupations, *Individual Characteristics, Labor Force Nonparticipants, *Occupational Surveys, Tables (Data)

Identifiers—Connecticut, Hawaii, Montana, Nevada, New York, South Carolina, Utah

Each of the five handbooks contains approximately 40 pages of tabular material derived from results of a mail survey of all dental hygienists licensed to practice in each of the states. The statistical tables are concerned with personal characteristics, education and training, professional history, current professional activity, professional activity during the last 12 months, continuing education, and status of currently inactive hygienists in each state. Other state surveys in this nationwide study have already been conducted, and others will be completed in the near future. (Author/BC)

ED 053 273 VT 010 892

Berg, Frederick S.

University Habilitation of Young Hard of Hearing Adults. Progress Report, August 20, 1968-August 31, 1969.

Utah State Univ., Logan.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 27 Jun 69

Note—25p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Acoustics, Course Evaluation, *Educational Programs, *Hard of Hearing, *Pilot Projects, Tables (Data)

Identifiers—USU, *Utah State University

Since 1965, Utah State University (USU) has been developing special programs for moderately and severely hard-of-hearing individuals as distinct from deaf persons. For the 1968-69 academic year, a pilot project was established for 16 students.This project of educational audiology was designed to explore the educational resources of USU, compare hard-of-hearing and hearing students, and compare hard-of-hearing students at USU and Gallaudet College. An analysis was also made of course features and classroom acoustics that facilitated learning. Experience with the program showed that it was feasible to develop an institute for the hard of hearing at a regular university, and that administrative, faculty, and student sources were available to help with the pilot project. A proposal has been made to continue the program for 5 years. (BC)

ED 053 274 VT 010 894

Grant, J. Douglas Rodriguez, Manuel

Beyond the Opportunity Structure. Final Report.

New Careers Development Organization, Oakland, Calif.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 19 Jan 70

Note—45p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bibliographies, *Mexican Americans, *Pilot Projects, Records (Forms), Self Evaluation, *Vocational Rehabilitation

Identifiers—*Chicanos, New Careers Program

This pilot study was designed to provide group participation for vocational rehabilitation services for Chicanos, using a highly subjective method of self-evaluation. The methodology was based on the hypothesis that growing concerns with race identity and development are a major factor in rehabilitation and personal adjustment of Chicanos. A total of 45 of the project staff and the New Careerists were interviewed. The results of the pilot project showed that there is a need for further study of the subjective method of self-evaluation and that the pilot study can be used to clarify the initial hypotheses before making major commitments of time and money for future demonstration programs. A content analysis of the interviews and an interview schedule are appended. (BC)

ED 053 275 VT 010 898

Marx, George L. And Others

Counseling in Probation and Parole: A Research Report. Final Report.

Maryland Univ., College Park.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 25 Aug 69

Note—167p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Bibliographies, *Correctional Rehabilitation, *Criminals, Literature Reviews, *Personality, Records (Forms), *Rehabilitation Counseling, *Rehabilitation Programs, Statistical Analysis, Tables (Data)

Individual and group counseling treatment modes were used by the Probation Office of District Court of the District of Columbia to ascertain whether clients with a particular personality responded more to one treatment plan than to another. In the first of two related counseling experiments, data from four personality instruments were analyzed for 87 clients who were randomly assigned to two groups. For the second experiment, 122 clients were assigned to individual

counseling, group counseling, or the control group. The results of the experiments showed that it was not feasible to assign clients to a particular treatment mode based upon personality traits. Statistical data, a client progress form, and a bibliography are appended. (BC)

ED 053 276 VT 010 899

Sussman, Marvin B. And Others

Selected References on Professionalism and Rehabilitation Counseling. Annotated Bibliography.

Western Reserve Univ., Cleveland, Ohio. Dept. of Sociology and Anthropology.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—WP-1

Pub Date Sep 65

Note—51p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, *Careers, *Literature Reviews, *Rehabilitation Counseling, *Sociology

This annotated bibliography was prepared in conjunction with a study of the career contingencies of the rehabilitation counselor involving sociological concepts such as career, role, and profession. Literature for the bibliography was selected for inclusion on the basis of its being a basic reference in the field or its relevance for rehabilitation today. References for journal articles about rehabilitation and psychology, and publications of the Veterans Administration and Vocational Rehabilitation Administration are included. Materials are listed alphabetically by author; in those cases where there is no author, they are listed alphabetically by title. A cross-index of references by subject is included. (BC)

ED 053 277 VT 010 900

Haug, Marie R. Sussman, Marvin B.

Second Careers: Rehabilitation Counseling in a New Context.

Western Reserve Univ., Cleveland, Ohio. Dept. of Sociology and Anthropology.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—WP-6

Pub Date Nov 68

Note—41p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Change, *Counselor Characteristics, Data Collection, *Individual Characteristics, *Occupational Surveys, *Rehabilitation Counseling, Tables (Data)

Identifiers—*Second Careers

A roster of all persons who perform rehabilitation counseling in the United States was compiled, and random samples of 40 each were selected from 25 sampling cells representing the total population of 4,559. Case records, job histories, early career aspirations, and education were examined in order to place the rehabilitation counselor in the second or first career group. Second careerists were considerably older on their entry into the profession than the first careerists. Their modal entry age was 35 to 39 while the modal age of the first careerists was 25 to 29 years of age. Significant differences in undergraduate grade averages were found. Over 60 percent of the second careerists had grades of B or better, while over half of the first careerists were admitted with grades of B- or below. Over half of the second careerists had majored in education or the humanities, and nearly 50 percent of the first careerists had college majors in sociology, psychology, or social work. No difference was found in the rehabilitation counselors' place of work. Equal percentages of the two groups worked for the three most frequent employers of rehabilitation counselors--the Veterans Administration, private agencies, and Federal and state offices of the Rehabilitation Services Administration. (BC)

ED 053 278 VT 010 923

Tallant, Kyle M. And Others

Tampa Federal Offender Rehabilitation. Final Report.

Florida State Dept. of Education, Tallahassee. Div. of Vocational Rehabilitation.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Mar 69

Note—54p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adjustment Counselors, *Correctional Rehabilitation, *Criminals, *Demonstration Projects, Tables (Data), *Vocational Rehabilitation

Identifiers—Florida, *Tampa

Vocational rehabilitation counselors were assigned on a full-time basis to the Federal Probation Office in Tampa, Florida, to work with probationers and releasees as soon as the case files were received in the probation office. This 3-year project was part of a cooperative research program conducted in seven states. A total of 247 offenders ranging in age from 17 to 53 were selected for the Tampa program and randomly placed in one of three groups. Experience with the project showed that as work continued with the client, he lost his antagonistic and mythical hardness and emerged as an individual in need of help. It was found that the counselor had to have considerable time flexibility and be able to intervene with the offender during crisis periods. Recommendations for application of the findings and for further research are listed. Various tables and guidelines for a final report are appended. (BC)

ED 053 279 VT 010 924

Evaluation of Graduate Physician Manpower Education.

Association for Hospital Medical Education, Washington, D.C.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Bureau of Health Manpower.

Pub Date 5 Feb 69

Note—146p.; Edited transcript of Seminar (Chicago, Ill., February 5, 1969)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Evaluation Techniques, *Medical Education, *Physicians, *Program Effectiveness, *Seminars

A 2-day seminar, attended by 35 physicians and others concerned with graduate physician education, was held to review the state-of-the-art of evaluation, current techniques, and effectiveness of programs. Presentations during the opening session were: (1) "The State of the Art of Evaluation" by Ray Elling, (2) "Defining Objectives in Evaluation" by George E. Miller, (3) "Contemporary Activity in Program Evaluation" by John P. Hubbard, (4) "Judgement Evaluation" by Frank L. Husted, and (5) "Whose Evaluation?" by Edwin F. Rosinski. The second session was a round-table discussion of evaluation programs used by divisions of the Association for Medical Education and identification of commonalities in these programs. Some conclusions were: (1) There is need for more relation to society and also for more effective evaluation techniques, (2) Evaluation should be a continuum as is education, and (3) There is a need for more resources in evaluation. (SB)

ED 053 280 VT 010 925

Preliminary Economic Analysis of the Ozark Gateway District.

Economic Research Service (DOA), Washington, D.C.

Report No—ERS-421

Pub Date Aug 69

Note—54p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Depressed Areas (Geographic), *Economic Development, *Employment, *Population Distribution, Tables (Data), *Unemployment

Identifiers—*Ozark Gateway District

Thirty-nine tables on the economic and social trends from 1950-67 in the Ozark Gateway District are presented in this report. This four-county area in Southwest Missouri was dormant for over 10 years, with limited population growth, low levels of productivity, and low incomes. It was operating below its potential level of general business activity and its population of 135,000 was underutilized. During the 1960's, the economic activity appeared to quicken somewhat, and Joplin, the largest city in the district and surrounding area, showed promise as a trade and production center. With comprehensive planning, the economy could grow substantially in the 1970's. (Author/BC)

ED 053 281 VT 010 926

Holmes, O. Wendell

The Farm Poor: Counted, Miscounted, or Discounted?

Economic Research Service (DOA), Washington, D.C.

Pub Date Aug 69

Note—6p.; Paper presented at meeting of Amer. Agr. Econ. Assoc. (Lexington, Ky., Aug. 19, 1969)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bibliographies, *Economically Disadvantaged, *Economic Disadvantagement, *Economic Factors, *Farmers, Living Standards, Low Income, *Rural Farm Residents

Identifiers—*Poverty Level

According to the definition of the Social Security Administration, a family of four was considered "poor" when their total annual income was less than $3,000. In 1955, the Household Food Consumption Survey found that all families spent one-third of their annual income on food, regardless of place of residence and income level, and farmers produced about 40 percent of the food consumed on their farms. On this basis, the poverty income level for farm families was designated at $1,800. In 1969, this was adjusted to 30 percent, and the farm poverty income cutoff was $2,100. This method for setting the poverty level tends to discriminate against the poor, and many are above poverty level by definition only. The 30 percent farm differential is outdated because other costs besides food are likely to be the same as or greater than in the city. Using the 70 percent level, 29.9 million people in both farm and nonfarm areas were in the poverty category. If this level were shifted to 85 percent, an additional 700,000 rural people in poverty would be included in the national total. (BC)

ED 053 282 VT 010 927

Stam, Jerome M.

Resource Limitations, the Demand for Education and Economic Growth--A Macroeconomic View.

Michigan State Univ., East Lansing. Dept. of Agricultural Economics.

Spons Agency—Economic Research Service (DOA), Washington, D.C.

Report No—AER-147

Pub Date Aug 69

Note—32p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Economic Development, *Economic Factors, *Human Resources, *Input Output Analysis, *Models

To develop a theoretical framework for explaining the observed change in demand for human skill and knowledge that occurs with economic growth, a macroeconomic analysis was made of economic variables which are influenced by political, social, and cultural factors. In the three-dimensional framework, total output (Y) of all final goods and services produced in the economy during one specified time period is treated as a function of three inputs, capital (K), labor (L), and natural resources (R). Because the framework contains only four variables, an entire economy can be theoretically analyzed. Thus, to demonstrate how the need for human skill and knowledge is generated, an analysis of economic development reveals that as more complex forms of non-human capital are required, more human capital is also required. The demand for human skill and knowledge is largely a function of factor disproportions among the basic inputs, K, L, and R which generate certain basic forces. (SB)

ED 053 283 VT 010 929

Razik, Taher A.

The Design, Execution, and Evaluation of a Recruitment and Public Education Program in Rehabilitation Counseling. Final Report.

State Univ. of New York, Buffalo.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date May 69

Note—177p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—College Students, Control Groups, Demonstration Projects, *Educational Programs, Experimental Groups, *Films, Graduate Students, *Program Evaluation, *Recruitment, *Rehabilitation Counseling, Tables (Data)

The purpose of this project was to design, execute, and evaluate a film to be used as a public education program in rehabilitation counseling. The film "Will It Be You?" was produced to interest undergraduate students in a career in rehabilitation counseling and to inform the general public of the goals and services of rehabilitation counseling. Thirty-nine members of the American Counseling Association and 35 graduate students at the State University of New York at Buffalo evaluated the film and found that it stimulated in-

terest in rehabilitation counseling. Two instruments were designed to measure the cognitive and affective impact of the film. Results of the test showed that the experimental group expressed a more positive attitude toward rehabilitation counseling and the disabled than did the control group. Sex appeared to be an important factor in attitudes expressed. Female subjects expressed more enlightened attitudes than did male subjects. (BC)

ED 053 284 VT 011 109
Richey, William B.
Manpower Requirements and Resources in S.C. Industry and Occupation.
South Carolina State Employment Security Commission, Columbia.
Pub Date Jul 69
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employment Projections, *Employment Statistics, *Manpower Needs, *Population Trends, *Surveys, Tables (Data)
Identifiers—*South Carolina

The population of South Carolina is expected to grow 1.1 percent annually from 1960 to 1975 compared with 1.3 percent for the United States. Total employment is expected to grow at a rate of 1.9 percent for the State and the Nation. In 1960, for every 100 jobs in goods-producing industries in South Carolina, there were 80 jobs in service-producing industries. By 1975, the number of goods-producing and service-producing jobs are expected to be about equal. There were more blue collar workers than white collar workers in South Carolina in 1960 while the reverse was true for the United States as a whole. This relationship is expected to continue through 1975. Between 1968 and 1975, it is forecast that 345,000 jobs will have to be filled. A survey of the manpower resources indicated that an average of 38,000 workers annually would be supplied for expansion and replacement needs and that 49,000 new entrants to jobs would be required annually. Greatest needs will be for operatives, service and clerical workers, craftsmen, and professional personnel. (BC)

ED 053 285 VT 011 201
Kimbrough, L. S.
Physicians in Residence Program. Final Report, Supplemental Report, and Conference.
California Univ., San Francisco. Medical Center.
Spons Agency—Public Health Service (DHEW), Washington, D.C. Bureau of Health Manpower.
Pub Date 69
Note—355p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Conferences, Educational Programs, *Evaluation, *Hospital Personnel, Hospitals, *Medical Schools, *Physicians, Records (Forms), *Refresher Courses
Identifiers—*Physicians in Residence, PIR, University of California

The Physicians-in-Residence (PIR) Program was developed for 14 hospitals in Northern and Central California communities and in Reno, Nevada, to establish continuing education programs for practicing physicians in local communities. The hospitals were selected, the most urgent needs of the medical staff of each hospital were identified, and members of the medical faculty from the University of California were selected to teach at 3-day meetings at each of the hospitals. Following the visit, each PIR made a detailed report to the project director. At the end of the program, a conference between the Continuing Education Staff, participating faculty, and representatives of the community hospitals was held to discuss the impact and effectiveness of the educational program. The local hospitals were unanimous in their desire to maintain and extend the program. In some instances, patient care had improved, and new facilities not previously contemplated had been planned. The medical school faculty indicated that their experience in the community hospitals might modify their approach to medical students. Lists of physicians, hospitals, and an evaluation of the conference proceedings are included. (BC)

ED 053 286 VT 012 239
Materials Prepared by Participants In EPDA Vocational Awareness Institute (Summer 1970).
Washington State Board for Vocational Education, Olympia.
Pub Date 70
Note—170p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Articulation (Program), Community Resources, Conference Reports, Elementary Grades, *Elementary School Curriculum, *Prevocational Education, Program Planning, *Summer Institutes, *Teacher Education
Identifiers—*Occupational Exploration

The 24 participants attended an Education Professions Development Act (EPDA) institute during the summer of 1970 which was designed to train elementary teachers to develop an awareness of occupations in their children, an ability to utilize community resources, and an ability to articulate and integrate vocational awareness in the elementary school curriculum. Activities included a number of speakers, field trips, group work in preparing, executing, and evaluating a unit on an occupation, individual work reviewing literature concerning vocational education, and/or awareness, and developing an action plan. Participant interest contributed to the success of the institute. Evaluation summaries by a local director of occupational education, unit plans, individual unit and institute evaluations, action plans, and individual literature reviews are included in the report. (SB)

ED 053 287 VT 012 297
Menzel, Herbert
Physicians' Local Advisory System. Final Report and Appendices.
New York Univ., N.Y.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.
Pub Date Aug 69
Note—288p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Incidental Learning, *Intercommunication, *Knowledge Level, Measurement, National Competency Tests, *Physicians, Professional Continuing Education, Statistical Surveys

Realizing the importance of colleague communication to the physician's medical knowledge, this study attempted to determine what variables affect the success of local colleague networks in raising the individual physician's information level. In an interview of 400 general practitioners and internists in 15 counties in three states, the questions tested the physician's level of information and awareness of current developments in medicine. Complex relationships were observed between physicians and local networks, with different community structures requiring different ways of attaching to the local network in order to maximize the learning payoff. The appendix describes in detail the interviewing and sampling instruments and techniques, and the information test used. (BH)

ED 053 288 VT 012 935
Stitt, Thomas, R.
Structured Occupational Internship For Experienced Vocational Teachers.
Southern Illinois Univ., Carbondale. Dept. of Agricultural Industries.
Spons Agency—Illinois Research and Development Coordinating Unit, Springfield.
Report No—Pub-7
Pub Date May 70
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agricultural Education, Beginning Teachers, Interagency Coordination, *Internship Programs, Preservice Education, Program Coordination, *Program Descriptions, Program Evaluation, School Industry Relationship, *Teacher Education, *Vocational Agriculture Teachers, Vocational Education, *Work Experience Programs

The rapid industrialization of agriculture has necessitated the implementation of programs which more effectively coordinate state supervision activities, industry participation, and teacher education. In order to meet this need, a structured occupational experience was designed to provide beginning teachers with agricultural industry-related occupational experiences. This was achieved through a three-phase program including: (1) pre-internship preparation, (2) occupational internship, and (3) post-internship analysis. These phases were integrated into a course entitled "Structured Occupational Internship for Experienced Vocational Teachers." A brief description and evaluation of this program is included in this report. (Author/JS)

ED 053 289 VT 012 960
Suggested Teaching-Learning Approaches for Career Development in the Curriculum.
Minnesota Univ., Minneapolis. Coll. of Education.
Pub Date 68
Note—182p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavioral Objectives, *Career Planning, Distributive Education, Educational Needs, Instructional Aids, Learning Activities, Pilot Projects, *Program Development, *Teaching Techniques, *Vocational Development, *Vocational Education

Recognizing the need to provide classroom teachers with teaching aids usable in career development, a federally subsidized project was conducted by the University of Minnesota during the summer of 1968. Resulting from this conference were teacher formulated behavioral objectives and activities that should prove useful in needed program development. In most instances the stated objective is followed by a statement of rationale, enabling objectives, and innovative teaching-learning approaches. It should be noted that these behavioral objectives represent only a beginning in relation to the need for career development programs and are in need of refinement. Also included in this document is a self-appraisal form for the job ahead. (Author/JS)

ED 053 290 VT 013 024
Mall, Paul C.
Feasibility Study for the Physically Handicapped, 1970-1971.
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.
Pub Date 70
Note—90p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Needs, Educational Opportunities, *Employment Opportunities, Feasibility Studies, *Physically Handicapped, Program Costs, Program Development, *Student Needs, Surveys, *Technical Education, *Vocational Education

Using data gathered from 15 local agencies, this study sought to identify the number of physically handicapped individuals who could benefit from educational experiences in existing technical and occupational programs in the city colleges of Chicago. Answers were sought to questions such as the following: (1) What are the categories of disabilities of the handicapped individuals of the metropolitan area of Chicago? (2) Which types of academic, technical and occupational training are appropriate to each category of handicapped individuals? (3) What areas and levels of employment are available for the handicapped individual and in what quantity? and (4) What are the cost factors involved in initiating and operating such programs? A major finding of this study is that the handicapped students who are receiving educational opportunities at the 4-year universities are pursuing baccalaureate degrees, and many who could benefit from technical and occupational programs are not provided the opportunity. New programs are needed to provide vocational and technical education to this group of students. (Author/JS)

ED 053 291 VT 013 056
[Evaluative Criteria for Selected Secondary School Vocational Courses.]
National Study of Secondary School Evaluation, Washington, D.C.
Note—100p.
Available from—National Study of School Evaluation, 2201 Wilson Boulevard, Arlington, Virginia 22201 (individually $.40; for package prices request price list)
Document Not Available from EDRS.
Descriptors—Agricultural Education, Business Education, Distributive Education, Driver Education, Educational Objectives, *Evaluation Criteria, Health Education, Home Economics Education, Industrial Arts, *Measurement Instruments, *Program Evaluation, *Secondary Education, Trade and Industrial Education, *Vocational Education

This series of instruments for evaluating the vocational education program of a secondary school is part of a larger package entitled "Evaluative Criteria" covering 18 subject areas. Vocational education subject areas include programs in (1) agriculture, (2) business education, (3) distributive education, (4) driver and traffic safety, (5) health education, (6) home economics, (7) industrial arts, and (8) trade, technical, and industrial education. An instrument for philosophy and ob-

jectives is also available. Using a checklist and question format, the various program-area instruments deal with the philosophy and objectives, organization of the program, the curriculum, the physical facilities, the instructional program, special characteristics of the program, and general evaluation of the program. Both teachers and administrators should find these instruments of value for evaluating their programs. (JS)

ED 053 292 VT 013 076

Gebhard, Richard M.

Development of a Training Program and Job Aids for Maintenance of Electronic Communication Equipment.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No—TR-70-19

Pub Date Dec 70

Note—82p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Autoinstructional Aids, Communications, *Electronic Equipment, *Equipment Maintenance, Evaluation, *Experimental Programs, Instructional Improvement, Job Training, Military Training, Trade and Industrial Education, *Training Techniques

The objective of this research was to develop and evaluate methods for producing training programs and job supports for Signal Corps Electronic Repairmen. The rationale for this study was: (1) identification of specific tasks is vital to effective training, (2) the decision-making function is critical, (3) it is possible to construct job aids and training which will allow the repairman to rely primarily on the decision-making mechanism of identification, and (4) troubleshooting information can be separated for storage in a job aid or in the individual. An analysis of existing electronic communication equipment was conducted, then the information was placed in job aids and used to develop a training program. The course was developed for 420 academic hours as compared to the standard of 856 hours for the conventional course. After 22 hours of testing over a 6-day period, it was concluded that there was no significant difference between the two groups and that the training and job aids provide an effective program method. (GEB)

ED 053 293 VT 013 077

Annual Report on State Research Coordinating Unit Activities for Fiscal Year 1970.

Office of Education (DHEW), Washington, D.C. Division of Vocational and Technical Education.

Pub Date 71

Note—48p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annual Reports, Educational Development, Educational Research, Program Evaluation, *Research Coordinating Units, *Research Projects, *State Agencies, State Programs, *Vocational Education

During fiscal year 1970, the states received $1.1 million for research under Section 131(b) of Part C of the Vocational Education Amendment. This amount was sufficient for states to keep their Research Coordinating Units (RCU's) functioning, but provided very little for new research. The main activities of the RCU's were to disseminate results of research, answer inquiries, assist in the use of ERIC materials, assist in the preparation of proposals, assist in state program planning and development, and conduct research studies when monies were available. Evaluation studies were conducted by 13 RCU's. Thirteen states reported studies for the implementation of guidance systems or curriculum development, and 10 states reported research projects directed at problems of the disadvantaged and handicapped. Seminars and educational personnel development were frequently noted as research-related activities. This document contains summaries of quarterly reports from all 50 states. (GEB)

ED 053 294 VT 013 098

Policies and Procedures for the Operation of Vocational-Technical Education in the State of New Mexico.

New Mexico Occupational Research and Development Coordinating Unit, Santa Fe.

Pub Date Nov 70

Note—295p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Agricultural Education, Counseling Services, Distributive Education, *Educational Objectives, Health Occupations Education, Home Economics Education, Industrial Arts, Instructional Programs, Manuals, Office Occupations Education, *Policy, Research Coordinating Units, *State Programs, Trade and Industrial Education, Vocational Directors, *Vocational Education

Identifiers—New Mexico

This manual, developed after a number of statewide meetings, sets forth standards to provide a minimum regulation base upon which quality vocational education programs can be built. Policies and procedures are given for: (1) Agricultural Education, (2) Distributive Education, (3) Health Occupations Education, (4) Home Economics Education, (5) Industrial Arts, (6) Local Vocational Directors, (7) Office Education, (8) Research Coordinating Units, (9) Special Needs Programs, and (10) Trade, Technical and Industrial Education Programs. The discussion of each occupational area includes purposes, objectives, program administration, teacher qualifications, program descriptions, teacher education, and in-service education. (GEB)

ED 053 295 VT 013 116

Sumerell, Craven H.

A Study of the Educational and Manpower Needs of the Catawba Valley Technical Institute Impact Area.

Catawba Valley Technical Inst., N.C.

Spons Agency—North Carolina Research Coordinating Unit in Occupational Education, Raleigh.

Note—75p.; Research Series in Occupational Education 18

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Building Plans, Community Attitudes, *Community Colleges, Community Surveys, Comparative Analysis, *Educational Needs, Employer Attitudes, *Manpower Needs, Program Development, *Program Planning, Sampling, *Technical Institutes, Vocational Education

The purpose of this study was to make a survey of the educational needs of the community served by the Catawba Valley Technical Institute (CVTI), the results of which would serve as a basis for the projection, planning, and revision of the CVTI instructional programs and the planning of physical facilities. In this cooperative venture, the data were collected by the CVTI, and assistance in the design of the study and preparation of the final report was provided by the Research Coordinating Unit. The procedure used was a stratified random sample of the industrial, business, and service complex in the area. Also, high school students and their parents were surveyed, and a public opinion survey was made by a systematic sampling process. Specific conclusions were that there is a trend toward a higher level of education in the impact area, there is a definite need to intensify the public relations program, there is a need for the addition of a 2-year college program parallel to the present program, and there is a need for further study in the area of occupational upgrading. (GEB)

ED 053 296 VT 013 191

Wattenberg, Esther Thompson, Margaret A.

A Two Year Experience With New Careers: Summary, Recommendations, and Follow-Up Study.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.

Spons Agency—Department of Labor, Washington, D.C.

Note—32p.

Available from—Office of Career Development, Room 207, Riverside Church, 2000 S. 5th Street, Minneapolis, Minnesota 55404 (no charge)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Change, *Career Ladders, *Employment Problems, Followup Studies, *Human Services, *Low Income Groups, Occupational Mobility, Retraining, School Community Programs, Service Occupations, Student Placement, *Work Study Programs

Identifiers—*New Careers Programs

The issues and outcomes uncovered in the Minneapolis New Careers project had three stated goals: (1) to help low-income people enter the job market in the human service occupations, (2) to allow the low income aide to help the middle class professional relate to a variety of minority groups, and (3) to create new careers of socially useful jobs at entry-level with allowances for advancement within or between agencies. After 2 years the followup study findings show the following results: (1) About half the participants whose financial situation permits it are continuing the education they began, (2) Over a third of the enrollees were still employed at their original New Career agencies, (3) Where permanent career ladders are an important goal, it can best be realized by placing enrollees in large agencies with complex tasks, and (4) New Careerists who remained in the program a full 2 years enjoyed higher wages, more built-in job advancement possibilities, and more permanent positions. (RR)

ED 053 297 VT 013 201

Training Dental Students to Use Chairside Assistants.

National Institutes of Health (DHEW), Bethesda, Md. Div. of Dental Health.

Pub Date 69

Note—75p.; Conference Proceedings (6th, Chicago, Ill., Apr. 16-17, 1968)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Conference Reports, Curriculum Development, Dental Assistants, *Guidelines, *Health Occupations, *Health Occupations Education, *Paramedical Occupations, Program Development, *Program Evaluation

Identifiers—DAU, Dental Auxiliary Utilization Programs

More than 100 individuals attended a 2-day conference on developing dental auxiliary utilization (DAU) programs. Presentations included in this report are: (1) "How the Dean Implements the DAU Program," by James English, (2) "Some Objectives of a DAU Program" by Charles Barr, (3) "Role of the Supervisor in a Dental Auxiliary Program" by Delores Riczo, (4) "The Development of a Manual of Procedures" by Sherry Byrne, (5) "Structural Learning and Training" by J.C. Galbreath, (6) "Expanded Functions for the Dental Assistants" by Paul Hammond, (7) "Iowa's Approach to the Challenge of Auxiliary Utilization" by Dale Redig, (8) "Introduction of the Sophomore Dental Student to Four-Handed Dentistry" by Alice Eder, (9) "Faculty Participation in the DAU Program" by James Collard, and (10) "DAU and the Total Oral Health Concept" by Ronald Occhionero. Also included are guidelines for evaluating DAU training grants. (JS)

ED 053 298 VT 013 204

Information and Data Sources for Research and Planning in Vocational Education.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date Jan 71

Note—41p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Annual Reports, *Data Collection, *Educational Research, Program Costs, Research Needs, *Research Opportunities, *Research Utilization, School Statistics, Statistical Data, Statistical Surveys, *Vocational Education

In response to problems encountered by the National Advisory Council on Vocational Education, this report makes major sources of statistics and information in the field of vocational education more readily available to scholars and researchers. Twelve major information sources within the current vocational education area are reviewed, including the cost and directions for acquisitioning. A second type of data source provides information on the location and use of data on the expenditures and receipts of Federal funds for vocational education. A third source cites a survey report of 1,200 private vocational schools. The last source describes 10 projects which may provide future educational data sources by revealing areas in which useable comprehensive data does not yet exist and which give direction for future data collection and formats. (RR)

ED 053 299 VT 013 254

Killingsworth, Charles C.

Jobs and Income for Negroes. Policy Papers in Human Resources and Industrial Relations No. 6.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations.; National Manpower Policy Task Force, Washington, D.C.

Pub Date May 68

Note—99p.

Available from—Publications Office, Institute of Labor and Industrial Relations, P.O. Box 1567, Ann Arbor, Michigan 48106 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Demography, *Employment Opportunities, *Labor Market, Manpower Development, Manpower Utilization, Migration, *Negro Employment, *Negroes, Racial Discrimination, *Socioeconomic Status, Unemployment
In spite of increasingly effective anti-discrimination laws and a reduction in the educational differential between blacks and whites, the rapid economic progress made by Negroes in the 1940's and early 1950's has not continued. This study finds evidence that labor market adjustments and population changes are major factors. The labor market distortions of World War II induced the northward migration of many unskilled blacks, who were later displaced by white farm workers when technological change forced many workers out of agriculture. Decentralization of manufacturing and migration to the suburbs further isolated urban blacks from employment opportunities. Compounded by a Negro population explosion, the employment problems of young blacks are expected to continue or even worsen. A review of existing poverty and employment programs points out the need for a comprehensive policy of manpower development without reliance on any single policy. (BH)

ED 053 300 VT 013 261
Spencer, Byron G. Featherstone, Dennis C.
Married Female Labour Force Participation: A Micro Study. Special Labour Force Studies Series B, No. 4.
Dominion Bureau of Statistics, Ottawa (Ontario). Special Manpower Studies and Consultation Div.
Report No—Catalogue-71-516-Occas
Pub Date Dec 70
Note—100p.
Available from—Information Canada, Vanguard Building, O'Conner and State Streets, Ottawa 4, Ontario, Canada ($.75)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cross Sectional Studies, Demography, Economic Factors, *Employment Patterns, Family Influence, *Foreign Countries, *Labor Force, *Occupational Surveys, Statistical Analysis, *Working Women
Identifiers—*Canada
This study investigates the role of several important factors in terms of their influence on the supply of married women in Canada's labor force. The factors include income, child status, region of residence, family, holdings of assets and debts, labor force status of the husband, presence of other adults in the family, and residence in a metropolitan area. The data were obtained from a survey taken in April and May of 1964, and included 6,401 returns from non-farm families and unattached individuals. Some findings were: (1) Married women are less likely to be in the labor force as their level of family income goes up, (2) The presence of a pre-school child is a very strong deterrent to the mother's labor force participation, (3) For the youngest group of married women the region of residence is not a significant influence, but for older women it becomes increasingly significant, and (4) A wife is much more likely to be in the labor force if the husband is unemployed than if he is employed. (GEB)

ED 053 301 VT 013 269
Crum, Dwight R. And Others
Vocational Education for the 1970's; Conference Discussion Paper.
Office of Education (DHEW), Washington, D.C. Division of Vocational and Technical Education.
Pub Date Mar 71
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, *Career Planning, *Discussion Groups, *Educational Change, *Educational Innovation, Educational Objectives, Elementary Schools, Employment Qualifications, Guidance Objectives, Secondary Schools, *Vocational Education
Identifiers—*Career Education
Vocational education in this decade must be conceptualized as life-long career development for every person who can profit from such a program. A framework for a career education system must be provided that will introduce the world of careers, provide exploration, guidance, counseling, provide specific skills, provide pre-technical and more technical education, and upgrade and retrain throughout adult hood. Objectives of vocational career development and the goals of vocational education are identified. Upon these, proposed elements of a career education model are stated. Some of these components are: (1) Career education will replace general education, (2) Priority will be given to special target groups, (3) Career education will begin in the elementary grades and continue through life, (4) Job placement and followup will be a continuous school function, and (5) Effective and continuous evaluation is required. To effect this system, the present vocational education delivery system must be modified. (GEB)

ED 053 302 VT 013 294
Somers, Gerald G. Stromsdorfer, Ernst W.
A Cost-Effectiveness Study of the In-School and Summer Neighborhood Youth Corps.
Wisconsin Univ., Madison.
Pub Date Jul 70
Note—450p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Comparative Analysis, *Cost Effectiveness, Educational Improvement, Interviews, *Manpower Development, *National Surveys, *Program Evaluation, Questionnaires, Statistical Analysis, *Youth Programs
Identifiers—*Neighborhood Youth Corps, NYC
This nationwide study to determine the cost-effectiveness of the Neighborhood Youth Corps Program (NYC) is based on participants from projects in operation during fiscal year 1965-66 and 1966-67. Out of the original 1,120 projects 60 were randomly selected, 20 from the three regions--north, south, and west. The sample size of the participants was 780 for the estimation of educational benefits and 676 for economic benefits. An interview survey technique was used to collect data, as well as a mail questionnaire and telephone contacts. Specific conclusions were: (1) The program had no significant effect on the number of high school grades completed, (2) Participants of the program who finished high school were more likely to continue their education after graduation, (3) The participants' earnings were enhanced more by encouragement to participate in the labor force than by increased skills and reduced unemployment, and (4) Negroes gained more from the program than any other ethnic group. (GEB)

ED 053 303 VT 013 349
Daugherty, Ronald D. And Others
Expansion of Vocational-Technical School Programs to Accommodate Highway Safety Manpower Requirements. Final Report.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.
Pub Date Aug 71
Note—98p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Consultants, *Demonstration Programs, *Educational Needs, Instructional Materials, *Manpower Development, Manpower Needs, Program Development, Program Evaluation, *Safety Education, Skilled Occupations, Surveys, Technical Education, Technical Occupations, Transportation, *Vocational Education
Identifiers—Highway Safety Manpower Requirements
With the primary objective of expanding vocational and technical education programs to accommodate highway safety manpower requirements, this project focused on (1) identifying what portion of highway safety manpower needs fall within the realm of technical and skilled occupations, (2) determining the extent to which educational institutions are providing training, (3) documenting materials and resources available to educators, and (4) outlining a strategy for vocational and technical planners to use in expanding and developing occupational programs in highway safety. A survey was conducted to locate established vocational and technical programs, to identify leading educational personnel, and to collect curriculum material. Selected educators served as consultants in analyzing and interpreting the data and in making recommendations. Specific conclusions were: (1) The lack of data is probably the most crucial roadblock to developing programs, (2) Highway safety manpower of a technical nature is most effectively developed at the post secondary level, and (3) Certain knowledge and skills common to all or many highway safety occupations may warrant the development of a core curriculum for these training programs. (Author/GEB)

ED 053 304 VT 013 384
A Systems Analysis of the MDTA Institutional Training Program. Final Report.
North American Rockwell Information Systems Co., Anaheim, Calif.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.
Report No—MEL-71-10
Pub Date 19 Apr 71
Note—414p.
Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 198 653, MF $0.95; see catalog for hard copy price)
Document Not Available from EDRS.
Descriptors—*Administrative Organization, *Employment Programs, Manpower Development, *Program Administration, Program Budgeting, *Program Evaluation, Program Improvement, Program Planning, *Systems Analysis, Systems Approach, Vocational Education
Identifiers—Manpower Development and Training Act, MDTA
An industrial study group was contracted to perform a systems analysis of institutional training conducted under the Manpower Development and Training Act (MDTA) of 1962, as amended, in order to: (1) illuminate management decisions in the areas of program priorities, alternative methods of administration, and allocation of resources, and (2) provide information for the development of guidelines and administrative procedures under such new manpower legislation as may be enacted by Congress. The study, conducted during the latter half of 1970 and the first quarter of 1971, covered program management at the national level and a field study of the 10 regional offices and 12 selected states. The study group list of weaknesses included divided authority, diffuse organization, and too many guidelines. As a result the group's primary recommendation was a major change in program administration, involving decentralization of program control to the states. Extensive findings, conclusions and recommendations are included. (CD)

ED 053 305 VT 013 397
Analysis of Concentrated Employment Program (CEP) Automated Termination Data.
Analytic Systems, Inc., Vienna, Va.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date Dec 70
Note—118p.
Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 197 332, MF $0.95; see catalog for hard copy price)
Document Not Available from EDRS.
Descriptors—Comparative Analysis, *Data Analysis, *Employment Programs, *Manpower Development, *Participant Characteristics, *Program Evaluation, Program Improvement, Tables (Data)
Identifiers—CEP, Concentrated Employment Program
This report contains an analysis of the Concentrated Employment Program (CEP) termination data collected and maintained by the Department of Labor, specifically the Office of Manpower Management Data Systems (OMMDS). The objectives of this study were to examine the OMMDS characteristics file, to determine the extent to which data are recorded, to examine program success or outcomes in the light of various terminee characteristics, and to compare Work Incentive Programs (WIN) and CEP wherever possible from the OMMDS data. The results of the study are documented in this report. (JS)

ED 053 306 VT 013 399
The Impact of Five Rural Concentrated Employment Programs.
Urban Systems Research and Engineering, Inc., Cambridge, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.
Report No—MEL-71-15
Pub Date 31 Mar 71
Note—234p.
Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 199 657, MF $0.95; see catalog for hard copy price)
Document Not Available from EDRS.
Descriptors—*Disadvantaged Groups, *Employment Programs, Job Training, *Manpower Development, Models, *Program Evaluation, Program Improvement, *Rural Development, Rural Economics, Rural Environment, Vocational Education
Identifiers—CEP, Concentrated Employment Program

This report delineates and analyzes the impact of the rural Concentrated Employment Programs (CEP) operating in Arkansas, Maine, Minnesota, New Mexico, and Tennessee. First funded in fiscal year 1967, the CEP's were designed as an efficient and effective system for providing coordinated manpower services to the disadvantaged. At the end of 1967, there were 19 CEP's, two of which were located in rural areas. Presently, there are 80 CEP's, 13 of which are rural. These rural CEP's have cumulatively enrolled over 40,000 participants and had, in 1 year, over $70 million obligated for provision of their services. Specifically, this report (1) contains a detailed analysis of the cultural, social and economic characteristics of the rural CEP's, (2) analyzes the strategy and structure of the CEP's within this environment, (3) delineates and analyzes the impact of the CEP on its participants, the rural employers, other agencies and social-political forces in the rural environment, (4) analyzes the observed impact, and (5) contains the recommended modifications of the rural CEP model. (Author/JS)

ED 053 307 VT 013 432
Underutilization of Women Workers.
Women's Bureau (DOL), Washington, D.C.
Pub Date 71
Note—32p.; 1971 Revision
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L 13.2:W89/11/971, $.35)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employment Statistics, Graphs, *Income, Individual Characteristics, Labor Economics, *Labor Force, *Manpower Utilization, *Working Women

Information about the status of working women and their underutilization in the national work force is presented in summary and graph form. Although progress has been made in assuring women equality of pay and nondiscrimination in employment, much work needs to be done to improve the utilization of their abilities. The barriers are still high against employing women in professions other than those traditionally associated with women, and many of the myths regarding women's ability to hold administrative and managerial positions still prevail. The growing share of jobs held by women in the lower paying occupations in recent years is reflected in the gap between the median earnings of women and men. In 1957, the median wage or salary income of women who worked 35 hours or more a week for 50 to 52 weeks was 64 percent of that received by men. In 1968, median earnings of comparably employed women were only 58 percent of those received by men. This document is a revision of ED 019 444. (GB)

ED 053 308 VT 013 434
A Job Corps Study of Relative Cost Benefits, Volume I and II.
Software Systems, Inc., Washington, D.C.
Spons Agency—Office of Economic Opportunity, Washington, D.C. Job Corps.
Pub Date Apr 69
Note—138p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Vocational Education, *Cost Effectiveness, *Disadvantaged Youth, *Federal Programs, Mathematical Models, Poverty Programs, *Program Evaluation, Research Methodology
Identifiers—*Job Corps

This study was undertaken to relate Job Corps training outcomes to the costs of training, in terms of human talent, time, and material resources. Training outcomes or benefits were classified according to Job Corps objectives, then compared to total costs incurred by both training center and enrollee. Empirical validation and other evaluation of the procedure proved it to be sound and applicable in a comparison of manpower training programs. The results reversed several conclusions of earlier studies which had considered outcomes only. When costs are included in the analysis, it is no longer true that young or rural corpsmen perform poorly. When heavily oriented placement scales are used as criteria, the superior performance records of black corpsmen is reversed. A detailed presentation of the model is included, along with tables displaying the full results of the analysis. (BH)

ED 053 309 VT 013 453
Marland, S. P., Jr.
Educating For The Real World.
Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.
Pub Date 26 May 71
Note—13p.; Speech presented at the Banquet of the Jefferson County Chamber of Commerce (12th Annual, Harpers Ferry, W. Va., May 26, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, Career Planning, Cooperative Education, Curriculum Development, Educational Change, *Educational Needs, Manpower Development, Program Design, *Program Development, School Community Relationship, School Role, *Speeches, Systems Approach, *Vocational Education, Work Experience

For a variety of reasons, vocational education has not made it in America. Our high schools have not been able to make sure that every young man and woman who receives a diploma is qualified either for immediate employment or further education. To solve the problems of this situation, the Office of Education is giving major emphasis to the design of a workable career education system that can be tested at a number of Federally financed pilot installations and, when satisfactorily developed, offered to the entire country. Along these lines three model career education programs are being developed--one for use in schools, a second to be generated within the business community, and a third to take place in the home. These models represent the first attempt to devise a career education system for virtually all Americans, from which the learner spins off at any level of maturity, whether as an auto mechanic or a physician, at the level of growth he chooses. (JS)

ED 053 310 VT 013 473
Further Preliminary Results of the New Jersey Graduated Work Incentive Experiment.
Office of Economic Opportunity, Washington, D.C.
Report No—OEO-Pamph-3400-4
Pub Date May 71
Note—37p.
Available from—Office of Economic Opportunity, 1200 19th Street, N.W., Washington, D.C. 20506
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Control Groups, *Economically Disadvantaged, *Experimental Groups, Sampling, Statistical Analysis, Surveys, *Urban Population, *Welfare Problems, Working Parents
Identifiers—New Jersey Graduated Work Incentive Experiment, Welfare Reform Program, Work Incentive

The intent of this experimental program is to test the impact of an assistance system on issues such as work incentive, cost of benefits, administrative costs, and other corollary issues. The structure is to provide assistance that increases as earned income declines, and decreases as earned income increases. Unlike the President's Welfare Reform Program, this experiment does not include a work requirement or day care services. This program is concerned with the urban, working poor, and the sample was obtained from poor families in certain parts of New Jersey and Pennsylvania. Families were randomly assigned to an experimental group or a control group. Findings indicated no significant decline in weekly family earnings as a result of the income assistance program, however, a significant decline was found in the earnings of wives. The results from this experiment may suggest reasons for supporting the Welfare Reform Program. (Author/GEB)

ED 053 311 VT 013 475
Todd, Ronald D. Todd, Karen Pritchett
A Prospectus for the Development of a Career-Development and Technology Program for Elementary School Children.
Case Western Reserve Univ., Cleveland, Ohio. Dept. of Education.
Pub Date 68
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Planning, Educational Games, *Elementary School Students, Instructional Materials, Learning Activities, Occupational Information, *Program Proposals, Resource Materials, Role Playing, Simulation, *Technology, *Vocational Education
Identifiers—Career Development, *Occupational Exploration

The Career Development and Technology Program will help elementary school children examine various occupations, the world of work, technology, and their own interest and abilities in relation to possible career directions. Specifically it will: (1) provide learning activities that engage the learner in experiences suited to his interests, (2) interrelate areas through jobs and activities that cross disciplines, (3) help pupils develop an understanding of self, technology, and the world of work, and (4) provide a foundation for later study of technology and continued career exploration. The materials will be packaged so that they can be used in spontaneous as well as planned activities. A Technology Resource Kit contains a variety of games, simulation and reading materials, role playing props, tools, and construction materials. It is anticipated that the student will develop in the following way: (1) The elementary child will look at the basic elements of "man and things," (2) The middle grades students will gain an understanding of self and the dimension of "products and services," and (3) The high school student will gain information necessary to develop a career plan. (Author/GEB)

ED 053 312 VT 013 483
Todd, Ronald D.
Automation in the Schools: A Presentation on the Automation Study Project Given to the Material Handling Institute, Philadelphia, Pennsylvania.
Case Western Reserve Univ., Cleveland, Ohio. Dept. of Education.
Pub Date 21 May 71
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Automation, *Curriculum Development, Educational Innovation, Industrial Arts, *Industrial Technology, *Instructional Materials, School Industry Relationship, Secondary Grades, *Speeches, *Vocational Education

A cooperative Automation Study Project is proposed between The Institute for the Study of Technology in Education (TIE) and the Material Handling Institute (MHI). The project would develop instructional materials to support study about automation, integrate a support equipment system with the materials, and utilize a portion of the resources of industry and the talents of interested individuals in the development of instructional materials reflective of contemporary technology. There are four aspects of the project under consideration: (1) the curriculum program, (2) the organization of TIE, (3) the missions of TIE, and (4) the outputs of the project. Technology is defined here as the integrator and director of knowledge as applied to solving practical problems. On the ninth grade level, the six parts of technology are materials, processes, machines, energy, information, and man. On the next level, the student studies in the areas of communications, construction, manufacturing, or service. At Grade 12 level, work will be concentrated in research and development and job staging. (Author/GEB)

ED 053 313 VT 013 559
Hoeltzel, Kenneth E. And Others
Papers Presented at the Workshop on the Development of Guidelines for Planning Career Development Programs K-12 in Ohio.
Spons Agency—Ohio State Dept. of Education, Columbus.
Pub Date Jun 71

Note—100p.; Workshop held in Columbus, Ohio (June 3-8, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, *Career Planning, Educational Programs, Elementary Schools, Guidelines, *Occupational Guidance, Program Planning, Secondary Schools, Speeches, *Vocational Education, Workshops
Identifiers—Occupational Exploration, World of Work
The purpose of this workshop, held June 8, 1971, was to develop guidelines for planning career development programs for Grades K-12. Seven persons from various universities throughout the United States presented papers. The presenters, their positions, and their topics were: (1) Kenneth E. Hoeltzel, Assistant Professor of Education at State University of New York, "Change and Introduction of Career Development Innovations in the School," (2) Kenneth B. Hoyt, Professor of Education at the University of Maryland, "The World of Work: A Component in Career Development Programs," (3) Lorraine S. Hansen of the University of Minnesota, "Identifying, Organizing, and Using Resources in a Career Development Program," (4) George E. Leonard, Project Director at Wayne State University, "Career Guidance for Inner-City Youth in Action: The Developmental Career Guidance Project," (5) Harry N. Drier, Guidance Consultant for Wisconsin Public Schools, Implementing Career Development Programs in Senior High Schools," (6) Juliet V. Miller, University of Michigan, "Career Guidance Methods," and (7) Robert L. Darcy, Colorado State University, "Introduction to the Economics Component." (BH)

ED 053 314 VT 013 587
Zimmerman, Helene L.
Vocational Office Education in the European Economic Community Countries: An Interpretive Analysis with Specific Emphasis on the Secondary School Level.
Pub Date Aug 69
Note—470p.; Ph.D. dissertation, North Dakota University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-11415, MF $4.60; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Academic Standards, *Business Education, Comparative Analysis, *Comparative Education, Curriculum Design, Doctoral Theses, Educational Objectives, *Foreign Countries, *Office Occupations Education, Organization, Program Evaluation, Teacher Education, Vocational Education
Identifiers—*European Economic Community
The primary objective of this study was to describe, analyze, and compare the vocational office education programs of the six European Economic Community countries. In these programs, specific emphasis was placed on the secondary school level. Facets of programs studied included: (1) philosophy and objectives, (2) organization, administration, and supervision, (3) curriculum, (4) instructional materials, (5) standards, (6) teacher education, and (7) student recruitment and selection. Based on data gathered through structured interviews it was found that: (1) Tradition plays an important role in the educational system of these countries, (2) There has been little cooperation among the six countries in the development of a standard system of vocational education, and (3) Students are encouraged to gain a general cultural background in addition to their vocational training. Chapters of the study are as follows: (1) The Problem, (2) Review of Related Literature, (3) Procedures, (4) Belgium, (5) Federal Republic of Germany, (6) France, (7) Italy, (8) Luxembourg, (9) The Netherlands, (10) Comparison of Selected Factors, and (11) Summary, Conclusions, Recommendations. (Author/JS)

ED 053 315 VT 013 588
Jensen, Mary E.
Allied Health Occupations Project, Title I, Phase I.
Compton Coll., Calif.
Spons Agency—California State Coordinating Council for Higher Education, Sacramento.
Pub Date Jun 71
Note—75p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Surveys, Educational Needs, *Educational Programs, Employment Opportunities, *Health Occupations, *Health Occupations Education, *Health Personnel, *Manpower Needs, Questionnaires
This community college investigated the demand and supply of health manpower needs in the community for purposes of developing and implementing appropriate programs for the college. A three-part questionnaire was prepared to gather data on manpower needs, educational programs, and prospective educational consumers. Manpower needs and existing educational programs were examined with personnel in health care agencies. Data on prospective educational consumers were obtained by interviewing students in the public and parochial high schools in the district. The largest number of employees for all classifications were in the 26 to 35 and 46 and older age groups. Younger persons tended to be employed in the nursing, dental, and pharmacy offices, while older employees were found in the rehabilitation service classification. There was also a substantial number of employees in the dental and office occupations. Recommendations for program revision were made as a result of the survey. (Author/GB)

ED 053 316 VT 013 611
AVA Report.
American Vocational Association, Washington, D.C.
Pub Date 4 Dec 70
Note—66p.; Presentations at Post Secondary Education Seminar (New Orleans, La., December 4, 1970)
Available from—American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Accreditation (Institutions), *Evaluation, Occupational Guidance, *Post Secondary Education, Seminars, *Speeches, *Vocational Education
Identifiers—*Career Education
This report contains the major presentations made at the American Vocational Association Convention, and also summarizes the group discussions which included conclusions and recommendations of the groups. Opening remarks were made by Mr. Lowell A. Burkett, with presentations including: (1) "Manpower Programs and Postsecondary Educational Institutions" by Charles O'Dell, (2) "Legislation for Career Education in Postsecondary Institutions" by Charles Radcliffe, (3) "Career Education" by Marvin Feldman, and (4) "The American Vocational Association and Its Commitment to Evaluation and Accreditation" by Joseph T. Nerden. A brief summary statement, made in lieu of an oral summary, by C. Nelson Grote is included. (GEB)

ED 053 317 VT 013 613
Copa, George H.
Identifying Inputs Toward Production Function Application in Education.
Minnesota Research Coordinating Unit in Occupational Education, Minneapolis.
Report No—TR-4
Pub Date Apr 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cost Effectiveness, *Educational Accountability, *Educational Economics, Educational Programs, Educational Research, Evaluation Needs, *Input Output Analysis, *Mathematical Models, Multiple Regression Analysis, Program Effectiveness, *Resource Allocations
Production function applications to improve the efficiency of educational programs require identification of inputs and outputs and the establishment of a data bank to provide information on input and output variables. This generalizable input identification model organizes inputs for systems analysis at various levels of inputs and provides a framework for isolating relevant from nonrelevant inputs. The precise measures of inputs and outputs which are required for ideal implementation of this multiple linear regression model are not feasible. However, the model can be implemented without full identification of variables. Model implementation will indicate which revisions are needed. (BH)

ED 053 318 VT 013 614
Wheeler, David N.
The Measurement of Job Relatedness for Vocational Program Evaluation.
Minnesota Research Coordinating Unit in Occupational Education, Minneapolis.
Report No—TR-5
Pub Date May 71
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Programs, *Employment Qualifications, *Evaluation Criteria, Graduate Surveys, Job Skills, *Program Evaluation, *Relevance (Education), *Research Methodology, Vocational Education
Evaluation of vocational programs is complicated by the entry of graduates into many occupations other than the ones for which they were trained. To provide a reliable criterion for evaluating programs, the methodology for determining job relatedness both horizontally and vertically is developed, making it possible to compare two jobs or a given job and a training program. (BH)

ED 053 319 VT 013 621
Ahl, John E. Rutledge, Roger A.
A Five State Salary Survey of Postsecondary Vocational Technical Educators in Colorado, Iowa, Kansas, Nebraska, and Wyoming. A Descriptive Study of Reflective Criteria for Remuneration of Educational Personnel.
Nebraska Technical Coll., Milford.
Spons Agency—Nebraska Occupational Needs Research Coordinating Unit, Lincoln.
Pub Date 1 Jun 71
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, *Post Secondary Education, *Salary Differentials, *State Surveys, *Teacher Salaries, Technical Education, *Vocational Education, Vocational Education Teachers
Identifiers—Colorado, Iowa, Kansas, Nebraska, Wyoming
This study was designed to seek a solution to a common concern of postsecondary vocational technical institutions in five states, namely, the remuneration of educational personnel. The five states included in the survey had similar characteristics and conditions, and shared the problems of competition for capable staff and the availability of financial resources. The Research Coordinating Unit (RCU) director in each state assumed the responsibility for disseminating, retrieving, and forwarding data information to the Nebraska RCU, and the analysis and summarization took place at the Nebraska Technical College at Milford, utilizing personnel and computerized equipment from that institution. Tables compiled show the area of specialization and salary criteria for each of the five states participating in the study. (Author)

ED 053 320 VT 013 646
To Serve Them Better; A Report of the Special Needs Study on the Occupational Education Needs of Handicapped and Disadvantaged Secondary School Youth in Westchester County, 1968. Abstract.
Westchester County Board of Cooperative Educational Services, Yorktown Heights, N.Y.
Spons Agency—New York State Education Dept., Albany.
Pub Date [68]
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstracts, *Disadvantaged Youth, Educational Needs, *Handicapped Students, High School Students, Literature Reviews, *Program Development, *Student Needs, *Vocational Education
To improve the educational services to the handicapped and disadvantaged youth of the County, the characteristics of the national population with special needs and the employment opportunities ultimately available to them are reported. The study focuses on appropriate guidelines to develop special programs to increase and improve the educational opportunities for these young people. Conducted in two phases, the first part deals with the educable mentally retarded; the second phase concentrates on the culturally deprived. Data were obtained through interviews, consultations, visits to exemplary programs, conferences, presentations, and literature reviews. Findings and recommendations in each phase of the original study are presented in this abstract, which has been written to be used as a working manual. (MU)

ED 053 321 08 VT 013 649
Ward, Charles F., Ed.
Perspectives on Accreditation of Postsecondary Occupational Education.
North Carolina State Univ., Raleigh. Center for Occupational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Center-Monograph-5
Bureau No—BR-7-0348
Pub Date 70
Grant—OEG-2-7-070348-2698
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Accreditation (Institutions), Career Planning, *Community Colleges, Conferences, Federal Programs, *Post Secondary Education, Program Planning, *Standards, State Programs, Technical Education, *Vocational Education
The Center for Occupational Education sponsored a National Conference on Accreditation of Public Postsecondary Occupational Education, held in Atlanta, Georgia on June 10-12, 1970. The major papers presented at that conference were: (1) "The Continuing Need for Nongovernmental Accreditation" by Frank G. Dickey, (2) "Specialized Accrediting Agency Activities in Occupational Education" by Jerry W. Miller, (3) "The Role of the Accreditation and Institutional Eligibility Staff of the U.S. Office of Education in Accreditation of Postsecondary Occupational Education" by John R. Proffitt, (4) "An Analysis of Accreditation of Postsecondary Occupational Education in the U.S." by Charles F. Ward, (5) "Accreditation of Postsecondary Occupational Education: Issues and Alternatives" by William K. Selden, (6) "The American Vocational Association and the Development of Standards for Occupational Education" by Lane C. Ash, (7) "The Community Junior College Approach to Specialized Program Accreditation" by Kenneth G. Skaggs, and (8) "A Holistic Approach to Evaluating Occupational Education" by John K. Coster and Robert L. Morgan. (GEB)

ED 053 322 08 VT 013 650
Regional Conference on Accreditation of Postsecondary Occupational Education and Opportunities for Research and Development Under the 1968 Vocational Education Amendments.
North Carolina State Univ., Raleigh. Center for Occupational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Center-Seminar-Conf-10
Bureau No—BR-7-0348
Pub Date 68
Grant—OEG-2-7-070348-2698
Note—94p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Accreditation (Institutions), Career Planning, Conferences, *Post Secondary Education, *Program Planning, *Research Opportunities, State Programs, Technical Education, *Vocational Education
Identifiers—Vocational Educational Amendments of 1968
The 2-day conference considered the problems, status and outlook for accreditation of postsecondary occupational education, and the research provisions in the 1968 Vocational Education Amendments. The conference was attended by State Directors of Vocational Education and Research Coordinating Unit Directors. Highlights from the following speeches are included: (1) "Accreditation of Postsecondary Occupational Education Programs in the South" by Felix C. Robb, (2) "The Interim Council on Occupational Education" by Jerry Miller, (3) "Concerns of The American Vocational Association about Accreditation of Postsecondary Occupational Education and the Relationship of Federal Legislation to Accreditation" by Lowell A. Burkett, (4) Reports of State Efforts from five state representatives, and (5) "The 1968 Vocational Education Amendments and Their Implications for Developing State Research and Development Programs for Occupational Education" by John K. Coster. Summaries of work group sessions are included. (GEB)

ED 053 323 VT 013 651
Engineering and Technician Enrollments—Fall 1969.
Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.
Pub Date Aug 70
Note—107p.
Available from—Engineering Manpower Commission, 345 E. 47th Street, New York, N.Y. 10017 ($8.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Data Processing, *Engineering Technicians, Enrollment Trends, *Industrial Technology, *Manpower Utilization, *Statistical Surveys, *Tables (Data)
Engineering and technician enrollments for Fall 1969 are reported for associate and bachelor's degree programs in engineering technology and industrial technology, and for engineering degrees at the bachelor's, master's, and doctor's levels. Statistical tables were produced by a computer analysis of data from 269 engineering schools and 558 other technical institutions. The data tables include engineering enrollments by school year and major curriculum groups for all schools combined, and enrollments by school year and institution. This report should be useful to employers and educators interested in identifying future sources of engineering and technical manpower in the various technical disciplines. (Author/GEB)

ED 053 324 VT 013 663
Development Project Cooperative Work-Study Program for Educationally Alienated Students, Phase I Project SET (Select Employment Trainee).
Pittsburgh Board of Public Education, Pa.
Pub Date 31 Aug 70
Note—160p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Demonstration Programs, *Educational Programs, Employment Experience, *High School Students, Industrial Training, *Student Alienation, *Student Improvement, *Work Study Programs
Identifiers—Project SET, *Select Employment Trainee
This is the developmental segment of a three-phase research demonstration program that has designed special models in counseling, curriculum, and media for use by 50 students identified as grossly alienated from the educational process and most aspects of personal adjustment and community life. As the student achieves in both academic classes and in an industrial training position, three options will be developed for his consideration: (1) The individual will return to school as a full-time student, either quitting his job or working only part time, (2) The student will retain his job and participate in General Education Development (GED) classes for a diploma, and (3) The student will eventually return to complete his high school training, but for the present will continue his employment. The program postulates that through intensive, supportive, and adaptive personal counseling, use of relevant curriculum, and economic satisfaction derived from paid on-the-job training, the student will be recycled into mainstream education. In Phase II implementation, the pilot program will become operational. (Author/GEB)

ED 053 325 VT 013 672
Anderson, Betty R., Ed. Rogers, Martha P., Ed.
Personnel Testing and Equal Employment Opportunity.
Equal Employment Opportunity Commission, Washington, D.C.
Pub Date Dec 70
Note—58p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (74-609942, $.55)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employment Opportunities, Equal Opportunities (Jobs), *Guidelines, *Minority Groups, *Personnel Selection, Prognostic Tests, *Testing, Test Interpretation
Presented in this book is a series of papers on one of the most complex issues the Equal Employment Opportunities Commission has faced in the first 5 years of its operation. Employment testing represents a systemic problem in equal employment opportunity for minorities and women. Papers included in this document are "-Testing of Minority Group Applicants for Employment" by Wallace, Kissinger, and Reynolds, and the following speeches by William Enneis: (1) "Statement Before the House Post Office and Civil Service Subcommittee on Postal Operations," (2) "Discrimination: Planned and Accidental," (3) "Personnel Testing and Equal Employment Opportunity," (4) "Misuses of Tests," (5) "Minority Employment Barriers From the EEOC Viewpoint," (6) "Statement on Personnel Testing and Selection," and (7) "Uses of Nontest Variables in the Government Employment Setting." Also included are guidelines on employee selection procedures. (Author/JS)

ED 053 326 VT 013 679
Champagne, J. E. And Others
Employing the Hard-Core: Internal Organizational Effects.
Houston Univ., Tex. Center for Human Resources.
Pub Date 70
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conflict, *Disadvantaged Groups, Employment Problems, Group Structure, Manpower Development, *Manpower Utilization, *Organizational Climate, Supervision, *Unemployed, *Vocational Adjustment
This paper is presented with the hope that those studying or directly involved in the utilization of hard-core persons in employment may gain insights which may make their tasks easier and more productive. It is written in a readable and non-technical nature and integrates experiences of hard-core utilization with accepted organization theory. Efforts were made to keep the paper timely, relevant, and of such a nature as to lead to action. Major sections of the paper are devoted to: (1) Supervising the Hard-Core, (2) Group Structure, (3) Dealing with Internal Conflict, and (4) Organizational Climate. (Author/JS)

ED 053 327 VT 013 680
Kingston, Richard D. Freeland, Thomas E.
Dental Auxiliary Occupations, Task Analysis Data.
California Univ., Los Angeles. Div. of Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date Feb 71
Grant—OEG-2-8-080627-4272(085)
Note—106p.; 1971 Revision
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Development, *Dental Assistants, *Dental Hygienists, *Dental Technicians, *Health Occupations Education, Program Development, Research Projects, Task Analysis
The Allied Health Professions Projects (AHPP) of the Division of Vocational Education, University of California, Los Angeles, are currently conducting research and development in the allied health occupations in order to design instructional materials of a unique and innovative nature for use in preparing workers for a veriety of allied health occupations. The purpose of this report is to summarize the Project activities relating to the dental auxiliaries and to explore and analyze inter-relationships existing among the three auxiliary occupations (dental assisting, dental hygiene, and dental laboratory technology). Also the report proposes suggestions for the preparation of instructional materials for the dental auxiliaries based upon task analysis which will allow for an integration of instructional materials. Major sections of this report are: (1) Survey Methods, (2) Dental Assisting Survey Data, (3) Dental Laboratory Technicians Survey Data, and (4) Dental Hygiene Data. (Author/JS)

ED 053 328 VT 013 687
State Vocational Rehabilitation Agency Program Data, Fiscal Year 1970.
Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date 71
Note—104p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Data Analysis, Graphs, National Surveys, Program Evaluation, *Rehabilitation Programs, *State Agencies, State Surveys, Tables (Data), *Vocational Rehabilitation
This document is the 1970 issue of an annual series which presents the program performance of the state agencies. Information covered includes financial data for the Basic Support Program, Innovation Program under the Vocational Rehabilitation Act, and the Beneficiary Rehabilitation Program supported by Trust Funds administered by Rehabilitation Services Administration. The information is furnished for use in evaluating program progress and variations from the national

average do not necessarily indicate either good or bad performance. Tables and graphs present the data. (Author/GEB)

ED 053 329 VT 013 691
Allingham, John D. Spencer, Byron G.
Women Who Work, Part 2: Married Women in the Labour Force: The Influence of Age, Education, Child-Bearing Status and Residence. Special Labour Force Studies Series B, No. 2.
Dominion Bureau of Statistics, Ottawa (Ontario). Special Manpower Studies and Consultation Div.
Report No—Cat-No-71-514-Occasional
Pub Date Dec 68
Note—19p.
Available from—Dominion Bureau of Statistics, Publications Distribution, Ottawa, Ontario, Canada ($.50)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age, Education, *Employment Level, Family Income, Family Status, Foreign Countries, *Labor Force, *Manpower Utilization, *Marital Status, *Working Women
Identifiers—Canada
To followup an earlier study of the relative importance of age, education, and marital status as variables influencing female participation in the labor force, this research attempts to measure the relative importance of similar factors in determining whether or not a woman works or wishes to work. Particular emphasis was given to such determinants as age, child status, education of married women, residence, and education of husband. One important finding of the study was that the presence or absence of a young child remains, in the aggregate, the most important single attribute affecting a wife's participation in the labor force until the age of 44. It was concluded that the general improvement in the level of education is likely to induce more and more wives to remain in the labor force after they are married, and to return to it when their major child-raising responsibilities in the home are passed. Still other factors that are expected to influence the participation of women in labor force are the use of effective birth control methods and the general continuing rise in the husband's income. Part 1 of this study is available as ED 033 199. (Author/JS)

ED 053 330 VT 013 692
Ostry, Sylvia
The Female Worker in Canada.
Dominion Bureau of Statistics, Ottawa (Ontario).
Pub Date 68
Note—63p.
Available from—The Queen's Printer, Ottawa, Ontario, Canada ($1.00)
Document Not Available from EDRS.
Descriptors—Age, *Census Figures, *Demography, Education, Family Income, Foreign Countries, *Labor Economics, *Labor Market, Manpower Utilization, Marital Status, Population Distribution, Tables (Data), *Working Women
Identifiers—Canada
As one in a series of studies dealing with selected aspects of the labor force in Canada, this monograph reviews the historical trends in the labor force activity of women over the course of this century. In particular, it focuses on the married women who have entered the labor market in increasing numbers in recent decades and whose activity is a matter of widespread interest both for economic as well as social and cultural reasons. Based on census data, the report includes major sections on: (1) The Working Life Cycle--participation profiles for women based on age, residence, marital status, and fertility and stage of family formation, (2) Other Influences Affecting the Labor Force Participation of Married Women--income of husband, education of wife, husband's employment status, and financial contribution of working wives, and (3) Earnings Differences Between Men and Women. (Author/JS)

ED 053 331 VT 013 698
Ploughman, T. L.
Project: Pontiac Vocational Career Development Program; Evaluation Report.
Educational Services and Products, Inc., Pontiac, Mich.
Pub Date Jul 71
Contract—OEC-0-70-5183
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, *Elementary Education, Occupational Aspiration, *Occupational Guidance, Occupational Information, *Program Descriptions, *Program Evaluation, Self Concept, Tables (Data), *Vocational Counseling
During the 1970-71 school year the Pontiac School District operated a vocational career development program to increase the occupational knowledge and self-concept of students. Evaluation of that first year pertained to context, input, process, and product. A description of the program, its results, and research procedures is included. Three major findings were: (1) Students showed significant gain in their level of occupational knowledge, (2) Upper elementary children showed greater gain in occupational knowledge than did lower elementary children, and (3) At the end of the program students selected occupations of higher rank than they did at the beginning of the program. (JS)

ED 053 332 VT 013 707
Education Programs in Penal and Correctional Institutions: A Report by the Subcommittee on Occupational, Adult, and Institutional Education.
Washington State Legislature, Olympia.
Pub Date 7 Jan 71
Note—29p.
Available from—Washington Legislature, Joint Committee on Education, Subcommittee on Occupational, Adult, and Institutional Education, Olympia, Washington (no charge on a limited basis)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Correctional Education, *Corrective Institutions, *Educational Needs, Employment Services, Guidelines, Interagency Coordination, Leisure Time, *Program Development, Program Improvement, State Legislation, *State Surveys, Teacher Education, Vocational Counseling, Work Experience
Identifiers—Washington
Hard data related to recidivist rates in the State of Washington are not available but testimony offered to a legislative subcommittee suggests that they may be as high as 70 percent. Given this almost desperate situation, the Joint Committee on Education decided in 1969 to investigate the education programs operated in the correctional institutions of the State, in order to discern whether or not these programs are adequately serving the needs of social offenders and society in general. Included in this report are 20 major recommendations resulting from that investigation. Aimed at program improvement, these recommendations cover such points as the need for internships and in-service programs for teachers, and waiver of tuition for inmates attending institutions of higher education. Supporting data are appended. (Author/JS)

ED 053 333 VT 013 708
Ward, Darrell Lin
Vocational Education Competencies Identified for Local Leaders of Occupational Education.
Pub Date Jun 70
Note—105p.; Ph.D. Dissertation, Oregon State University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-2481, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Ability Identification, Administrator Qualifications, *Doctoral Theses, Inservice Education, *Leadership Qualities, *Leadership Training, Opinions, Preservice Education, Professional Occupations, *Program Development, Questionnaires, Surveys, Teaching Methods, *Vocational Education
This study identified a list of compentencies which are essential to adequate performance by occupational education leaders, and considered methods of preparing individuals for these roles. Fifty competency items were identified through a review of literature and a study of existing leadership development programs. Incorporated into a questionnaire utilizing a Likert-type scale, these items were then ranked by 134 leaders of vocational education in Oregon and by 10 national leaders. From this, 40 competencies were identified, which should serve as an adequate base for leadership program development. At least the top ranking 20 competencies and, in all probability, the top 40 should be included in preparatory and in-service programs for occupational education leaders. The results also showed that the best method of preparing an individual for competency is a combination of academic course work and internship experience. (JS)

ED 053 334 VT 013 719
Day, Bill D., Comp.
Sporting Goods. Part I: Hunting and Fishing Equipment and Part II: Athletic, Marine, and Camping Equipment. A Distributive Education Manual.
Texas Univ., Austin. Div. of Extension.
Pub Date 70
Note—336p.
Available from—Instructional Materials Lab. Distributive Education Dept., Div. of Extension, The University of Texas, Austin, Texas 78712 (Part I and II $12.95; Answer Book $3.50)
Document Not Available from EDRS.
Descriptors—*Athletic Equipment, Bibliographies, Camping, *Distributive Education, Educational Objectives, Glossaries, *Instructional Materials, Manuals, Recreational Activities, *Salesmanship, Sales Workers, *Teaching Guides
Identifiers—Fishing Equipment, Hunting Equipment, Marine Equipment, *Sporting Goods
These manuals were prepared to introduce students to the fundamentals of hunting and fishing (Part I) and sports requiring athletic, marine and camping equipment (Part II). The sports salesman is in the position of offering a service to the customer, and he can best do so by understanding the sports and the variety of products which may be sold to satisfy all levels of sports participation. Each assignment includes descriptive information, questions, and suggested projects, and they are liberally illustrated with pictures and line drawings. Glossaries and bibliographies are included. An answer book to assignment questions is available from the source of availability listed above. (CD)

ED 053 335 VT 013 734
Frye, Bill J.
An Analysis of Teacher Education Innovations with Recommendations for Their Utilization in the Professional Preparation of Prospective Industrial Arts Teachers.
Pub Date 71
Note—270p.; Ph.D. Dissertation, The Ohio State University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-27471, MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, Industrial Arts, *Industrial Arts Teachers, Instructional Design, *Instructional Innovation, Questionnaires, Surveys, *Teacher Education, Teaching Methods, *Teaching Procedures, *Teaching Techniques
The major purpose of this study was to investigate and provide relevant information on the use of innovative practices, such as methodology, teaching skills, etc., by industrial arts teacher educators who teach professional courses. Data were obtained from a synthesis of information retrieved from practicing industrial arts teacher educators and from a review of related literature. An initial survey involving 161 educators revealed that only video tape recorders, microteaching, and field experience prior to student teaching were used substantially. From this data, nine other questionnaires asking for specific procedures and recommendations associated with the use of the innovation were developed, and industrial arts departments received from one to three of them. Recommendations could only be developed for the video tape recorder, microteaching, field experience prior to student teaching, and a limited treatment of interaction analysis due to the limited use of these innovations by industrial arts teacher educators. It is recommended that more emphasis be placed on these innovations by the teacher educators. (Author/GEB)

ED 053 336 VT 013 803
Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Summer 1971.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—154p.
Available from—ERIC Clearinghouse for Vocational and Technical Education, The Ohio

State University, 1900 Kenny Road, Columbus, Ohio 43210 (Quarterly, $11.00 per year, two years $18.00)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Agricultural Education, *Annotated Bibliographies, Business Education, Clearinghouses, Distributive Education, Health Occupations Education, Home Economics Education, Indexes (Locaters), Industrial Arts, *Instructional Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

This quarterly publication announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It should be of particular interest to teachers, curriculum specialists, supervisors, and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to develop the material, the setting for use of the material, and source of available copies. Abstracts are included under the following sections: Agricultural, Business and Office, Distributive, Health Occupations, Home Economics, Industrial Arts, Trade and Industrial, and General Vocational and Technical Education. An author index, document number index, and subject indexes are provided. Most of the documents which have not been announced in "Research in Education," are available as a separate microfiche set from the ERIC Documents Reproduction Service (VT 013 855). Others are available from the source identified in the abstract. (CD)

ED 053 337 08 VT 013 804

Brant, Herman G. And Others

Animal Science Technology. An Experimental Developmental Program. Volume I, Report of the Developmental Program.

State Univ. of New York, Delhi. Agricultural and Technical Coll.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Comprehensive and Vocational Education.

Bureau No—BR-5-0071

Contract—OEC-5-85-076

Note—432p.

EDRS Price MF-$0.65 HC-$16.45

Descriptors—*Agricultural Education, *Agricultural Technicians, *Animal Science, *Curriculum Development, Educational Equipment, Educational Facilities, Educational Needs, Followup Studies, Instructional Materials, Post Secondary Education, Program Costs, Program Descriptions, Program Development, Program Evaluation, *Technical Education, Technology

In 1961, administrative personnel at Delhi College in New York observed that formal training programs for animal science technicians were virtually nonexistant. Response to this apparent need resulted in the initiation of perhaps the first 2-year Animal Science Technology Program in the nation. This two-volume report is the result of an extensive evaluation of the program's development and content. Major sections of this volume are: (1) Introduction, (2) Development of the Animal Science Technology Program at Delhi, (3) Facilities, Equipment and Special Instructional Materials, (4) The Curriculum, (5) Economic-Cost Considerations, (6) Importance of the Study, and (7) Summary, Conclusions, Implications and Recommendations. Included in the appendixes are sample evaluation instruments and statistical data on the followup study. A major finding of the report is that both employers and employees reflected favorably upon the skills and abilities gained in the primary areas of training. Volume II of this report, which contains the curriculum course outlines, is available as VT 013 805. (Author/JS)

ED 053 338 08 VT 013 805

Brant, Herman G.

Animal Science Technology. An Experimental Developmental Program. Volume II, Curriculum Course Outlines.

State Univ. of New York, Delhi. Agricultural and Technical Coll.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Comprehensive and Vocational Education.

Bureau No—BR-5-0071

Contract—OEC-5-85-076

Note—437p.

EDRS Price MF-$0.65 HC-$16.45

Descriptors—*Agricultural Education, *Agricultural Technicians, *Animal Science, Course Content, Course Descriptions, Course Organization, Curriculum Development, Educational Objectives, *Instructional Materials, Post Secondary Education, Resource Materials, *Teaching Guides, Technical Education, Technology

This volume, the second of a two part evaluation report, is devoted exclusively to the presentation of detailed course outlines representing an Animal Science Technology curriculum. Arranged in 6 terms of study (2 academic years), outlines are included on such topics as: (1) Introductory Animal Science, (2) General Microbiology, (3) Zoonoses, (4) Animal Reproduction, (5) Clinical Management, (6) Animal Parasitology, (7) Animal Nutrition, (8) Genetics, and (9) Technical Reporting. Each outline includes estimated instruction time, a lesson description, and reference materials. It should be noted that the establishment of the first year of this curriculum assumes a common core to be taken by all students during the first 3 terms of the program. The second year is characterized by a modified core approach, whereby a reduced number of required courses allow for the selection, by the students, of one of the two option areas; namely, the Laboratory Animal Option or the Veterinary Assisting Option. Volume I of this report, the description and evaluation of the program, is available as VT 013 804. (Author/JS)

ED 053 339 VT 013 855

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Summer 1971.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—15,712p.

EDRS Price MF-$43.56 HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Clearinghouses, Distributive Education, Health Occupations Education, Home Economics Education, Indexes (Locaters), Industrial Arts, *Instructional Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced with VT numbers only in the Summer 1971 issue (VT 013 803) of "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM) are included in this microfiche set. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the author and subject index from AIM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors,* are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

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The following clearinghouse prefixes are used:

AA — Leasco Systems and Research
AC — Adult Education
CG — Counseling and Personnel Services
EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Languages and Linguistics
HE — Higher Education
JC — Junior Colleges
LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TE — Teaching of English
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

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